

The South Carolina 2003-2004 Retraining Grant Program

Final Report

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FINAL REPORT 2003-2004 RETRAINING GRANT PROGRAM

STATUTORY PROVISIONS

The Education Accountability Act of 1998 (§59-18-1560) establishes grant programs for schools designated as below average or unsatisfactory:

The State Board of Education, working with the Accountability Division and the Department of Education, must establish grant programs for schools designated as below average and for schools designated as unsatisfactory. A school designated as below average will qualify for a grant to undertake any needed retraining of school faculty and administration once the revised plan is determined by the State Department of Education to meet the criteria on high standards and effective activities. A school designated as unsatisfactory will qualify for the grant program after the State Board of Education approves its revised plan. A grant or a portion of a grant may be renewed annually over the next three years, if school and district actions to implement the revised plan continue. Should student performance not improve, any revisions to the plan must meet high standards prior to renewal of the grant. The revised plan must be reviewed by the district and board of trustees and the State Department of Education to determine what other actions, if any, need to be taken. A grant may be extended for up to two additional years, if the State Board of Education determines it is needed to sustain academic improvement. The funds must be expended based on the revised plan and according to criteria established by the State Board of Education. Prior to extending any grant, the Accountability Division shall review school expenditures to make a determination of the effective use of previously awarded grant funds. If deficient use is determined, those deficiencies must be identified, noted, and corrective action taken before a grant extension will be given.

Provisos regarding the Retraining Grant Program have been in the appropriations acts beginning with the 2001-02 bill. The pertinent proviso in the Appropriations Act for 2004-05 states:

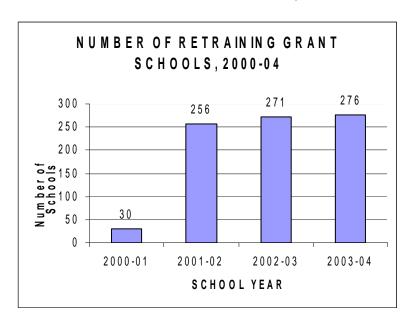
1A.48. (SDE-EIA: XI.A.4-Retraining Grants) Funds appropriated for retraining grants in the prior fiscal year may be retained and expended during the current fiscal year by the schools that were awarded the grants during the prior fiscal year for the same purpose. Funds appropriated for Retraining Grants may be used for training for superintendents and school board members. Beginning with the 2004 annual school report card, a school initially designated as unsatisfactory or below average on the current year's report card must receive by January 1, \$10,000 from the funds appropriated for Retraining Grants and must expend the funds for planning purposes in accordance with Section 59-18-1560. The school is then eligible to receive additional retraining grant allocations in the following three school years in accordance with Section 59-18-1560 provided that the school meets the guidelines developed by the Department. A school designated as unsatisfactory or below average for consecutive years may combine the additional retraining grants allocations and homework center allocations for professional development or for extended school day in accordance with the

school's improvement plan. Furthermore, any school that does not provide the evaluation information necessary to determine effective use as required by Section 59-18-1560 is not eligible to receive additional funding until the requested data is provided as outlined in the program guidelines.

OVERVIEW OF THE PROGRAM

The academic year 2003-04 was the third year that awarding of a Retraining Grant was based on the report card rating. Prior to 2001-02, schools that received Retraining Grants were located in the seven school districts that were listed as "impaired." Thirty (30) schools received Retraining Grants in 2000-01. Consolidation of several schools and improvement at others reduced the number continuing in the program during the 2001-02 school year to twenty-three (23).

After the issuance of the first School Report Card, 256 schools qualified for the Retraining Grant Program; 102 schools as unsatisfactory and 154 as below average. All schools identified by the 2001 Report Card had to submit an updated School Renewal Plan by the fall of 2002, and schools that retained an absolute rating of unsatisfactory on the 2002 Report Card had to submit an updated School Renewal Plan if the plan had changed at all.



Consolidation of schools prior to the 2002-03 school year reduced the number of school sites receiving Retraining Grants in 2002-2003 to 249. In addition, one school that opened its doors in the fall of 2001 received money during the 2001-02 school year based on the Report Card rating of one of the two schools that were consolidated in 2001 had its funding terminated for 2002-03 after the new school received an absolute rating of average on the 2002 Report Card. Thus, during the 2002-03 school year, 248 schools received Retraining Grants for a second year. Several of these schools may not have received grants during 2003-04 depending on their 2003 absolute rating because they were new schools in 2002-03 and received funds in 2002-03 based on the absolute ratings of the schools that were consolidated to create them.

With the 2002 Report Card twenty-three (23) schools were added to the Retraining Grant Program with absolute ratings of below average (20) and unsatisfactory (3). The schools received notification that they qualified for the Retraining Grant Program in either November or December of 2002; the schools then were encouraged to attend a workshop on planning for the Retraining Grant Program. The planning workshops occurred in January and February 2003 with the expectation that the final School Renewal Plan for each school would be submitted for approval by April 15, 2003.

On the 2003 report card issued in November 2003 nine (eight below average and one unsatisfactory) additional schools qualified for the Retraining Grant Program; through consolidation and school closings, the total number of schools receiving funds in 2003-04 was 276. Of the 276, 238 were completing their third year in the program and would be eligible, under the law, for an extension of funding up to two years beginning with the 2004-05 school year.

In the report on the Retraining Grant Program for 2002-03, the recommendation was made that the "Criteria to determine the eligibility of schools that receive an absolute rating of average or above after the third year in the program should be determined prior to the end of the 2003-04 school year by the Accountability Division in consultation with the State Department of Education (SDE)." After meeting with the representatives of the Office of School Quality at the SDE, it was determined that all schools in the third year of the program, regardless of their absolute report card rating in 2004, would need to apply for the possible two year extension. The Office of School Quality designed an extension process and notified all schools of the necessary procedures to obtain an extension. Essentially, the criteria for an extension included a formal request for an extension and a pledge of assurance that deficiencies identified in the use of the retraining funds in previous reports would be corrected. At the time of this report, all schools that had received funds since 2001-02 had applied for the extension and had pledged to correct deficiencies. One school was denied an extension, in accordance with Proviso 1A.48. because they did not provide the Division of Accountability with information on how they spent the money during the 2003-04 school year. Schools receiving the extension received the same amount of funding as schools that been in the program only one or two years.

Funding of the Retraining Grants is provided through the SDE Office of School Quality. Each school is allocated a set amount per certificated personnel. For the 2001-2002 school year, the allocated amount per certificated staff member at schools rated unsatisfactory was \$500.00; the amount per certificated staff member at schools rated below average was \$330.00. Beginning in 2002-03, all qualifying schools received \$550.00 per certificated staff member. For the 2004-05 school years the amount per certificated staff member has been reduced to \$450.00.

The disbursement process for the Retraining Grant funds remained the same in 2002-03 as it had been for the 2001-02 year. Prior to 2001-02, schools received the full amount of their funds upon the approval of their plan. Schools were allowed by proviso to carry forward funds not expended for fiscal years 1998-99 and 1999-2000, but all money should have been expended for the year 2000-01 or returned to the State. Beginning with 2001-02, schools received 25% of the allotted funds up front in order to conduct pre-approved activities, but the remainder of funds was provided as reimbursements for completed activities. School districts were expected to expend local funds and be reimbursed by the state. Principals indicated the reimbursement model was a problem because the school districts were short on funds due to budget reductions and school districts were unwilling to expend funds up front because they were concerned the funds would not be reimbursed. Funds appropriated in 2001-02 were carried over by proviso for expenditure in 2002-03.

Complicating the funding issue was the granting of flexibility by the legislature to the school districts during the 2002-03 budget year. Flexibility created an inconsistent interpretation of whether the retraining grant funds were restricted to the school or were the funds available to the entire district. Some principals faced the dilemma of having the school district administrations freeze or restrict the expenditure of retraining grant funds in anticipation or response to flexibility. One superintendent reported that all of the retraining grant monies for the school district had been taken to pay teacher salaries, explaining that there was too much professional development money and not enough money for salaries. An assistant principal at a school discovered during the last month of school that the remainder of retraining grant funds for the school had been transferred by the school district without notifying the school administration. The transfer prevented the school from implementing a professional development program in the month of June for faculty at the school.

The General Assembly resolved the issue in the Fiscal Year 2004 budget as approximately seventy percent of Retraining Grant funds were provided through lottery dollars. Lottery dollars were not flexible. The remaining thirty percent of funding, from EIA, was flexible. For FY2005, all Retraining Grant funds are lottery dollars, so none of the money will be flexible.

Over the last three years the SDE Office of School Quality has allocated \$18,258,945 to the eligible schools, \$4,426,449 in 2001-02, \$6,888,985 in 2002-03, and \$6,943,511 in 2003-04. According to the responses from the schools to the survey conducted by the Accountability Division over the past three years, the schools reported spending a total of \$16,333,991.68 on retraining grant activities, or 89.5% of the allocated funds. This figure is incomplete because fifteen schools did not report how they spent the money during the 2002-03 school year and does not necessarily include the money taken by school districts through flexibility. Neither does it include any monies which may have been returned to the state if a school could not spend the money over a two year period. A request has been made to obtain more detailed information on the expenditures, and possible return of funds, by the schools, but the data are still under review.

Additionally, the fact that schools have professional development money from other sources complicates the ability to spend all of the retraining grant funds. The retraining grant funds are to supplement, not supplant existing district funds, thus the district funds are to be expended as well. Some schools receive Title I funds. Of the 276 schools that received retraining grants in 2003-04, 191 received Title I professional development funds. Professional development enhancement monies from the lottery and funds from reading initiatives further complicate the ability of schools to expend the retraining grant funds. Additionally, the record keeping for the different revenue sources may create an unnecessary burden. It is probable that many of the retraining grant schools simply have too many resources or services that they can reasonably utilize during a given year.

PROCEDURES FOR THE REVIEW

The Accountability Division relied on information from several sources to complete this study. From the State Department of Education (SDE) the "Guidelines for the Retraining Assistance Grants for School Faculty and Administration" (see Appendix A) and copies of the School Renewal Plans approved by SDE for each qualifying school were consulted. Previous reports prepared by the Accountability Division on the Retraining Grant Program for school years 1998-99, 1999-2000, 2000-01, 2001-02 and 2002-03 also were reviewed. In addition, academic achievement data as reported on the annual school report cards for the 2003-04 school year

was reviewed. Responses to an on-line questionnaire co-authored by the Education Oversight Committee (EOC) and SDE staffs and administered by the EOC staff comprised the bulk of the remaining information studied (see Appendix B for a copy of the survey). The on-line survey included information regarding amount of funds budgeted and spent, the number of teachers and administrators served and, as appropriate, explanations of the use of funds. The survey also gathered important demographic information on the school, including the length of service at the school by the principal and the teachers, the education level of both groups, and the years of experience of both groups. Finally, the survey gathered information from the principal on the benefits of the Retraining Grant Program, support for the program from the superintendent and school board, and the availability of funding and consultant services.

An interim report was issued in October 2004. Schools and district offices were asked to review the information in the interim report and provide feedback and supporting information for data considered incorrect or incomplete. School and district officials had until December 17, 2004 to submit pertinent additional information.

The survey mentioned above was sent to each school receiving Retraining Grant funds. Principals and superintendents received notification of the need to complete the survey at the beginning of May 2004. Available on-line, principals initially had six weeks to complete the survey. By the end of the allotted time, just over sixty percent of the principals had completed the survey. The deadline was extended for two additional weeks. At the final deadline, 275 of the 276 principals had responded to all parts of the survey, a response rate of 99.6%. The excellent response rate was influenced by an amendment to proviso 1A.48 of the Appropriations Act of 2004. The proviso amendment reads: ". . . Furthermore, any school that does not provide the evaluation information necessary to determine effective use as required by Section 59-18-1560 is not eligible to receive additional funding until the requested data is provided as outlined in the program guidelines."

The survey consisted of five parts. The first part is essentially a registration area where school name, principal's name, amount of grant awarded, amount of grant spent, and similar questions are asked. Portions of part one, including the school's BEDS code, amount of the grant from the state for both 2002-03 and 2003-04, were preloaded to assist the principal in completing the survey. Principals log on to the survey using their BEDS code in order to match the respondent to the school. A respondent is required to complete part one of the survey in order to proceed with the remainder of the survey. A new question added to the 2003-04 survey asked principals if any of the funds were used flexibly, and if so, how much. Less than ten percent of schools reported spending any of the available funds flexibly, while seventy-five percent stated no funds were spent flexibly; another fifteen percent were unsure. All total, \$279,138 of the \$6,943,511 (4%) was spent flexibly, according to self reported data.

Part two of the survey requests information on the principal. The questions include information on the educational level of the principal, years of experience as a principal and in education as a whole, and information on how long the principal has been at the school. Information on the principal is requested in order to track the stability and experience of the leadership at the school. It should be noted that 80 percent of the principals at schools receiving retraining grants have been at the school five years or less, an increase of one percent from the 2002-03 survey; eleven percent of the principals have been at the school 6-10 years, and only six percent have been at the school over ten years. While the vast majority of the principals have been at the school five years or less, half of the principals have been a principal somewhere for six or more years, and more than ninety-six percent of the principals have been educators for over ten years.

Part three of the survey requests information on the certificated staff. Questions include information on the number of certificated staff positions at the school, number of non-certificated teachers at the school, number of teachers participating in the Teacher Loan Program, and educational level of the certificated staff. Information on teacher turnover, educational experience of the staff and longevity of the staff at the school also is collected in order to track teacher turnover at the school over the life of the grant. Teacher stability and educational level of the teaching staff are important to the potential success of the Retraining Grant Program, for if the staff of a school is constantly changing year after year, the long-term impact of the Retraining Grant Program at the school will be significantly reduced.

Information from part three of the survey reveals important data. The Retraining Grant schools employed 11,524 certificated personnel. There were 10,244 teaching positions. Of the teachers in the retraining grants schools, 30% had five or fewer years experience. Even more interesting is the fact that 5,201 out of the 10,244 teachers (50.8%) had been at their present school five or fewer years, down from 52.1% the previous year. It is difficult to maintain school improvement when teacher turnover prevents sustained concentration on identified professional development activities.

Retraining Grant Schools' Teacher Data, 2003-04

Teaching Positions*	Number	Percentage
Certified	9805	95.7
Out of Certification	173	1.7
Critical Needs	266	2.6
Total	10244	100

Years Teaching*	Number	Percentage
First Year	720	7
1-5 Years	2347	23
6-10 Years	1865	18
11-15 Years	1435	14
16 or More Years	3877	38

Years Teaching at that School*	Number	Percentage
First Year	1374	13
1-5 Years	3827	37
6-10 Years	1944	19
11-15 Years	1152	11
16 or More Years	1947	19

One other fact from the teacher portion of the survey is interesting. Of the 10,244 teachers, 5,269 (51.4%) have a bachelors or a bachelors +18 certificate, down from 5,473 (53.2%) in 2002-03. Of the 5,269, (62.4%) have a bachelors degree certificate only, comparable to previous data. According to the 2004 report card, the median district in South Carolina has 50% of their teachers with advanced degrees, so the average percentage of faculty with advanced degrees at retraining grant schools is lower.

Part four of the survey contained Likert scale questions focusing on five areas: the Retraining Grant Program, Funding, the Planning Process, Support for the Program, and General Information on the activities conducted. Respondents were asked to respond to 33 statements

by choosing Strongly Agree, Agree, Undecided, Disagree, or Strongly Disagree from a pull down menu. Responses to the statements are contained in the table below.

LIKERT SCALE RESPONSE COUNT

STATEMENTS	RESPONSES					
Section I. The Program	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided	Did Not Respond
Teachers benefited from the program	80%	18%	<1%	0%	1%	0%
Teachers used in class what they learned	52%	45%	0%	<1%	2%	<1%
Teachers felt pressured by the program	6%	6%	58%	24%	5%	<1%
Student achievement was affected positively	47%	45%	0%	1%	8%	<1%
Staff responsibilities for activities were identified	52%	46%	0%	0%	1%	<1%
The program fostered improved instruction	60%	37%	0%	0%	3%	0%
Procedures exist to evaluate effectiveness of the program based on student	41%	52%	2%	0%	5%	<1%
needs and state assessment scores						
Procedures exist to evaluate effectiveness of the program based on the school's	28%	54%	7%	0%	11%	<1%
Parental Involvement Goal(s)						
Section II. Funding						
Funding was available in a timely manner	60%	36%	1%	2%	1%	0%
Funding was available for innovative professional development	65%	33%	1%	0%	1%	0%
The program adequately supported the implementation of the School Renewal	69%	29%	1%	0%	1%	0%
Plan						
The reimbursement model did not hinder implementation of the process	55%	37%	1%	0%	6%	0%
District procurement procedures did not hinder the process	45%	45%	4%	2%	4%	0%
SDE procurement procedures did not hinder the process	53%	43%	1%	0%	3%	0%
Consultant resources were available	49%	45%	2%	<1%	3%	0%
Section III. The Planning Process				•	•	
Guidelines for the Retraining Grant Program were clear	48%	46%	4%	0%	2%	0%
The SDE Model Revision Process for the program is practical	37%	50%	3%	0%	9%	1%
SDE assistance was available	47%	47%	1%	0%	5%	0%
SDE assistance was utilized	33%	51%	9%	<1%	7%	0%
SDE Pre-Approved Activities were utilized	29%	47%	11%	1%	12%	0%
Timeline for the Retraining Grant did not hinder implementation	41%	54%	1%	0%	4%	0%
Faculty were involved in the planning process	52%	46%	1%	0%	1%	0%
Section IV. Support				•	•	
The school board was supportive of the Retraining Grant activities	59%	36%	0%	0%	5%	0%
The superintendent was supportive of the Retraining Grant activities	69%	29%	0%	0%	2%	0%
GENERAL INFORMATION					•	
Professional development was scheduled to minimize teacher absences during	60%	38%	<1%	<1%	1%	0%
class time						
Professional development was scheduled at times teachers could attend	70%	29%	0%	0%	1%	1%
Each activity was evaluated for effectiveness throughout the year	40%	51%	5%	0%	4%	0%
Teachers had adequate time to practice skills learned	47%	45%	0%	1%	7%	0%
Professional development emphasized active participant involvement	62%	36%	<1%	<1%	1%	0%
Professional development activities were based on research	63%	36%	0%	0%	1%	0%
Professional development activities were aligned with previous activities	56%	43%	0%	0%	1%	0%
Administrators participated in the professional develop. activities with teachers	67%	31%	1%	0%	1%	0%

The responses to the Likert scale questions bear some reflection. The 2003-04 results are similar to the 2002-03 results. Over 98% of respondents in 2003-04 indicated that teachers benefited from the Retraining Grant Program and 97% responded that the teachers use what they learn through the program in class. Only 87% of respondents in 2002-03 believed that student achievement was affected by the program; in 2003-04 92% believed student

achievement was affected positively by what teachers learned through the program. The vast majority of respondents continued to believe that local school boards and superintendents supported the activities held at the school through the program.

In 2002-03, fifteen percent of respondents expressed some discontent with the funding process, but in 2003-04 less than five percent of the respondents expressed dissatisfaction with the funding process. The lowest satisfaction level was with district procurement procedures, and even in this area ninety percent of the respondents agreed or strongly agreed that district funding procedures did not hinder implementation of the program. The change in attitude towards the funding process is attributable to three things: the bulk of funding was provided at the beginning of the school year as seventy percent of funds came from the lottery, whereas in previous years the money was obtained from the EIA account; the program no longer operated on a reimbursement model; and, carry-over funds were available for use by the schools.

The primary complaint remained with the schools entering the program for the first time during the 2003-04 academic year: the year was essentially over by the time the School Renewal Plan had been submitted and approved by SDE at the end of April. With only two months left in the fiscal year, schools new to the program were unable to benefit from their allotment. Previous reports on the Retraining Grant Program highlighted this issue and in the 2002-03 report the recommendation was made that a "planning grant" be developed for schools new to the program during a given academic year. In the FY2005 budget, proviso 1A.48 establishes a planning grant for schools new to the program and also preserves the full three year Retraining Grant Program for these same schools. ". . .Beginning with the 2004 annual school report card, a school initially designated as unsatisfactory or below average on the current year's report card must receive by January 1, \$10,000 from the funds appropriated for Retraining Grants and must expend the funds for planning purposes in accordance with Section 59-18-1560. The school is then eligible to receive additional retraining grant allocations in the following three school years in accordance with Section 59-18-1560 provided that the school meets the guidelines developed by the Department. . . . "

Part five of the survey requested information on the specific activities funded through the Retraining Grant Program. Respondents could provide up to seven different activities. Information requested on each activity included whether the activity was a continuation of an earlier activity. Respondents also provided information on the content area the activity addressed, the format of the activity, the objective or strategy the activity addressed from the School Renewal Plan of the school, how many teachers and administrators participated in the activity, and what kind of follow-up was provided for the activity.

The number of responses to this section of the survey increased significantly from 2002-03 when only 81.5% of the schools provided specific information, as requested, on the type of activities funded by the program. In all, 275 schools reported initiating 1,092 different activities with the retraining grant funds, an average of about four activities per school. Additional activities could have been initiated since the schools were limited to only seven activities, but only sixty schools reported initiating seven activities. Of the 1,092 activities, almost 62% were continuations of the previous year's professional development activities, a significant increase from the 40% reported as continuations in 2002-03. The attempt by many schools to continue implementation of previous activities is important because it takes three to five years to institutionalize procedures learned through professional development activities in the school. Changing activities too frequently has been a major criticism by educators of professional development initiatives in the past; they barely have a chance to learn about the activity before they are being asked to learn another, sometimes contradictory, teaching method. Care is

being given by the schools to make sure that professional development initiatives funded by the retraining grant program are fully implemented and institutionalized before new initiatives are started. Schools were also given the opportunity to report activities on which they continued implementation but on which the expenditure of money was not needed and many schools responded to the inquiry positively.

As part of the review of the Retraining Grant program for 2003-04, the 1,092 activities were analyzed for common topics or professional development activities. Nine key areas for professional development were identified for analysis. The key areas were: reading, writing, mathematics, science, social studies, classroom management or discipline, best practices, curriculum alignment or development, and assessment and testing. The key areas are listed on the left hand side of the following table and the frequency by school level (elementary, middle, high and intermediate) follow. Schools that cover more than one level, such as a K-8 school or a 7-12 school were not separated out but are part of the total column. Some activities reported by the schools count in more than one key area, such as when a school reports mathematics curriculum development or reading and writing across the disciplines. Though the analysis is not scientific, it provides a glimpse of the primary activities conducted under the Retraining Grant Program.

Key Area	Total	Elementary	Middle	High	Intermediate
Reading	166	75	54	30	1
Writing	120	44	37	30	2
Mathematics	186	82	55	38	3
Science	58	21	22	12	3
Social Studies	27	9	11	5	2
Classroom	42	13	12	13	0
Management					
Best Practices	92	35	29	20	1
Curriculum	158	56	42	45	4
Alignment					
Assessment	101	27	42	27	2

Additional analysis was done of the 276 schools using the 2004 state report card. Of the 276 schools receiving retraining grant funds in 2003-04, 238 schools remained from the first year of 2001-02. The number is smaller than the initial year because several schools have been consolidated or closed. Of the 238 schools:

- 95 were elementary schools, 99 were middle schools and 44 were high schools.
- 40 (16.8%) received an absolute rating of Below Average or Unsatisfactory in 2001, but on the three subsequent report cards issued in 2002, 2003 and 2004, they received a rating of Average or above.
- 16 (6.7%) have been Unsatisfactory on all four report cards.
- 60 (25.2%) have been Below Average on all four report cards.
- 38 (16%) have fluctuated between Unsatisfactory and Below Average on the four report cards
- 84 (35.3%) have been rated Average or above at least once on the 2002, 2003, or 2004 report cards.

Report Card Analysis of Schools Receiving Retraining Grants 2001-02 through 2003-04

Absolute rating	Total	Elementary	Middle	High		
		Schools	Schools	Schools		
Unsatisfactory all four report cards	16	0	11	5		
Below Average all four report cards	60	19	41	0		
Unsatisfactory or Below Average all four	38	10	18	10		
report cards						
Average and above after 2001 report card	40	23	10	7		
Fluctuating between Average and above and	84	43	19	22		
Unsatisfactory and Below Average						
Total	238	95	99	44		

The middle schools are an area of concern; 70 of the 99 (70.7%) schools identified in 2001 as Below Average or Unsatisfactory have remained so, compared to 29 of 95 elementary schools (30.5%) and 15 of 44 high schools (34.1%). Only 11 middle schools (11.1%) moved from Below Average and Unsatisfactory to Average or above in 2002 and stayed there. In comparison, 23 elementary schools (24.2%) and seven high schools (15.9%) improved their rating to Average and above in 2002 and have stayed there.

The statute uses the phrase "effective use." For purposes of this evaluation, "effective use" was defined as having used the grant to implement the School Renewal Plan with the intended or expected effect of improving professional practices, thereby resulting in higher levels of student achievement. The activities reported by the school were compared to the school's School Renewal Plan to determine "effective use."

The criteria for effective use are drawn from the 2003-04 South Carolina Department of Education Standards of Professional Development and published in the guidelines for the retraining grants. The Standards of Professional Development were revised in late spring 2004 and new standards are in place for 2004-05. The most important component of the criteria for the "effective use" review is that all activities undertaken through the Retraining Grant Program are designed to improve student learning. Effective use includes, but is not restricted to:

- Funds are expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers;
- Funds are expended in a manner that addresses the three phases of the change process: initiation, implementation, and institutionalization;
- Funds are expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants; and
- Funds are expended in a manner that recognizes differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

As in previous years, deficiencies are detailed for each school that has received a retraining grant for more than one year based on the application of these criteria and after comparing the self-reported data on the survey with the School Renewal Plan submitted to SDE. Student performance data for each school as reported on the four school report cards issued between 2001 and 2004 also were part of the review for deficiencies.

The possible deficiencies are:

- Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.
- Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Data reviewed for the first deficiency listed above included the number of teachers at the school, the number of teachers participating in the activities reported in the survey, the number of follow-up sessions to each activity and the date during the school year the activities were to be conducted according to the School Renewal Plan. A school was reported deficient if fewer than ninety percent of their faculty participated in the activities or there were no follow-up sessions for the activities reported.

Data reviewed for the second deficiency listed above included the number of activities reported by the schools, whether the administration participated with the faculty in the activity, whether there were follow-up sessions scheduled for the activities reported and how they were conducted and whether the activity or activities reported were new to the school for the academic year. A school was reported deficient if more than fifty percent of the activities reported were new to the school that year and supporting information indicated activities begun in previous years were not continued.

Data reviewed for the third deficiency listed above included whether the activities reported were aligned with the School Renewal Plan, whether the activities were research-based, and how the activities were presented to the faculty and staff. A school was reported as deficient if more than one-third of the activities reported were not contained in the School Renewal Plan, the activities reported were not research based, or if the method of presentation of the activities was inappropriate.

Finally, data reviewed for the fourth deficiency listed above included whether the activities reported were designed to include all certificated staff at the school, whether multiple formats for professional development were utilized to present the activities, and whether the activities were presented by credible providers. A school was reported as deficient if the activities were not led by credible providers, activities were not designed to include all certificated staff at the school, or all activities were presented in the same format (format was not an issue if only one activity was reported).

No deficiencies will be noted for the ten schools that received money for the first time in 2003-2004 due to the resulting fact that those schools did not officially enter the program until half of the academic year had passed.

The following portions of this report provide a listing of each school based on length of time in the Retraining Grant Program and/or the absolute rating on the 2003 Report Card.

SCHOOLS THAT RECEIVED FUNDING PRIOR TO 2001-2002

ALLENDALE SCHOOL DISTRICT

Allendale Elementary School reported seven activities were conducted during the 2003-04 school year, including High Scope training, writing across the curriculum, best practices in reading, leadership training and attendance at math and reading conferences. The activities were mentioned in the School Renewal Plan and all but one were continued from the previous year. The school received an absolute rating of Below Average in 2004 after receiving Unsatisfactory in both 2002 and 2003, down from Below Average in 2001. The school has been unable to use all of its funding.

No deficiencies.

<u>Allendale Fairfax High School</u> reported one activity was conducted during the 2003-04 school year – training in Accelerated Reader for English Teachers. The School Renewal Plan listed Accelerated Reader as well as other activities using retraining grant funds as the source of funding. The absolute rating for the school rose to Below Average in 2004 after being Unsatisfactory on report cards 2001 through 2003. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Allendale Fairfax Middle School reported one activity was conducted during the 2003-04 school year – training in the use of MAP benchmark tests. The activity was new and the School Renewal Plan listed MAP as well as other activities using retraining grants funds. The absolute rating for the school rose to Below Average in 2004 after being Unsatisfactory on report cards 2001 through 2003. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

<u>Fairfax Elementary School</u> reported one activity was conducted during the 2003-04 school year – training in READ 180. The activity was new to the school and the School Renewal Plan listed READ 180 as well as other activities using retraining grants funds. The absolute rating fell to Below Average in 2004 after reaching Average in 2003 and 2002 after initially being Below Average in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

BAMBERG COUNTY SCHOOL DISTRICT 2

<u>Denmark-Olar Elementary School</u> reported six activities were conducted during the 2003-04 school year, including extra sessions for planning, alignment of social studies curriculum to the state standards, math and reading activities and travel to excellent schools. Four of the activities were new in 2003-04. The School Renewal Plan specifically mentioned all of the activities. The school has received a Below Average absolute rating on all four report cards through 2004. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

<u>Denmark-Olar High School</u> reported three activities were conducted during the 2003-04 school year, including HSAP preparation in English language arts and mathematics and SAT preparation. The School Renewal Plan mentions all three activities as well as others to be funded with retraining grant funds. The school received an Unsatisfactory absolute rating on all four report cards through 2004. The school has spent all of its retraining grant funds.

No deficiencies.

<u>Denmark-Olar Middle School</u> reported three activities were conducted during the 2003-04 school year, including training in school discipline, bell-to-bell instructional strategies, and accelerated math. The School Renewal Plan mentioned all three activities, though there was no evidence to substantiate that the activities were continuations as identified. The school maintained the absolute rating of Below Average in 2004 that was first achieved in 2002 after an initial rating of Unsatisfactory in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

CLARENDON SCHOOL DISTRICT 1

Scott's Branch High School reported one activity was conducted during the 2003-04 school year – update and revision of the curriculum to match the standards. The School Renewal Plan mentioned the activity. The absolute rating for the school remained at Average in 2004 from 2003 after receiving an Unsatisfactory rating in 2001 and 2002. The school has spent all of its available funding.

No deficiencies.

<u>Scott's Branch Intermediate School</u> reported four activities were conducted during the 2003-04 school year, including increasing academic achievement in math and reading through conference attendance, curriculum alignment and teamwork training for the new principal. The activities were mentioned in the School Renewal Plan. The school received an absolute rating of Below Average in 2002, 2003 and 2004. It did not receive a rating in 2001 because the grade levels at the school changed in 2000-01. The school has been unable to use all of its funding.

No deficiencies.

FLORENCE SCHOOL DISTRICT 4

<u>Brockington Elementary School</u> reported conducting three activities during the 2003-04 school year, including attendance at conferences, AIMS math and High Scope training. The School Renewal Plan listed all of the activities. The absolute rating remained at Below Average in 2004 after falling in 2003 from Average in 2002 and Below Average in 2001. The school has been unable to use all of its funding.

No deficiencies.

<u>Johnson Middle School</u> reported seven activities were conducted during the 2003-04 school year, including attendance at conferences, professional book talks and 6+1 Writing Traits. The School Renewal Plan mentioned all of the activities. The absolute rating rose to Below Average in 2004 after being Unsatisfactory on report cards 2001 through 2003. The school has been unable to use all of its funding.

<u>Timmonsville High School</u> reported two activities were conducted during the 2003-04 school year – Standards in Practice and Benchmark Testing. The School Renewal Plan specifically mentions both activities. The school has received a Below Average absolute rating in 2004 and 2003 after receiving Unsatisfactory in 2002 and Below Average in 2001. The school has used all of its funding.

No deficiencies.

JASPER COUNTY SCHOOLS

<u>Jasper County High School</u> reported seven activities were conducted during the 2003-04 school year, including High Schools that Work, development of curriculum, HASP and AP workshops, ADEPT training and workshops on SAT and math. Two of the activities were new to the school last year and all of the activities were mentioned in the School Renewal Plan. The school raised its absolute rating to Average in 2004 after receiving an Unsatisfactory absolute rating on report cards 2001 through 2003. The school has used all of its funding.

No deficiencies.

<u>Ridgeland Elementary School</u> reported one activity was conducted during the 2003-04 school year – Best Practices. The activity was mentioned in the School Renewal Plan. The school maintained the absolute rating of Average earned in 2003 after receiving Below Average in 2001 and 2002. The school has been unable to use all of its funding.

No deficiencies.

<u>Ridgeland Middle School</u> reported five activities were conducted for the 2003-04 school year, including a Core Standards Academy, curriculum mapping, data driven workshops, PACT for parents night and book studies. There was one activity new to the school last year and only the activity on curriculum mapping was specifically mentioned in the School Renewal Plan. The school has received an Unsatisfactory absolute rating on all four report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

West Hardeeville Elementary School reported three activities were conducted during the 2003-04 school year, including attendance at workshops on literacy and Effective Schools and curriculum development. The specific activities were in the School Renewal Plan. The school maintained the Below Average absolute rating in 2004 first received in 2002 after an initial rating of Unsatisfactory in 2001. The school has been unable to use all of its funding.

No deficiencies.

LEE COUNTY SCHOOLS

<u>Dennis Intermediate School</u> reported six activities were conducted during the 2003-04 school year, including integrating manipulatives in math classes and best practices in the different disciplines. The School Renewal Plan specifically mentioned the activities. The school received an absolute rating in 2002, 2003 and 2004 of Below Average after receiving Unsatisfactory in 2001. The school has been unable to use all of its funding.

<u>Lower Lee Elementary School</u> reported six activities were conducted during the 2003-04 school year, including attendance at conferences for administrators, participation in SC Reading Initiative, training on ECERS and AIMS, courses for math and science teachers and training on science and math kits. The courses for math and science teachers were new last year. The School Renewal Plan did not specifically mention all of the activities. The absolute rating rose to Below Average in 2004 from the Unsatisfactory rating it first received in 2002. The school had been Below Average in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Mount Pleasant Middle School</u> reported seven activities were conducted during the 2003-04 school year, including improving school assessments, three strategies in reading, attendance at the middle school conference and aligning curriculum with assessment. Three activities were new to the school last year and the School Renewal Plan did not specifically mention two of the activities. The school has received an Unsatisfactory absolute rating on all four report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

<u>West Lee Elementary School</u> reported four activities were conducted during the 2003-04 school year, including Standards in Practice, best practices, curriculum calibration and integrating curriculum. The School Renewal Plan specifically mentioned all of the activities except curriculum calibration. The absolute rating for the school fell to Below Average in 2004 from the Average absolute rating it first achieved in 2002 after an initial rating of Below Average in 2001. The school has been unable to use all of its funding.

No deficiencies.

MARION SCHOOL DISTRICT 7

Rains/Centenary/Pleasant Grove Elementary School and Terrell's Bay High School received money as part of Marion Three Schools. Those schools have been merged with Marion Four Schools and the schools in both have been consolidated into new schools. Those schools are listed in the section following under Marion County School District Seven.

SCHOOLS RECEIVING RETRAINING GRANTS FOR THE FIRST TIME 2001-02

ABBEVILLE COUNTY SCHOOLS

<u>Calhoun Falls High School</u> provided seven activities funded through the program, including enrichment for PACT and HSAP, Advanced Placement training, character education, dropout prevention and reading throughout the curriculum. All of the activities are listed in the School Renewal Plan. The school received a Good absolute rating in 2004. The absolute rating of the school was Below Average in 2001, fell to Unsatisfactory in 2002, then rebounded to Below Average again in 2003. The school has been unable to use all of its funding.

AIKEN COUNTY SCHOOLS

<u>A. L. Corbett Middle School</u> reported five activities were conducted during the 2003-04 school year dealing with math and reading literacy and improved communication with parents and the community. The School Renewal Plan listed these and other activities to be accomplished during the school year. The absolute rating of the school fell to Below Average in 2004 after reaching Average in 2003 after being Below Average in 2002 and 2001. The school has been unable to use all of its funding.

No deficiencies.

Ridge Spring-Monetta Elementary/Middle School reported three activities were conducted during the 2003-04 school year that focused on improving English language arts and mathematics instruction and achievement. The School Renewal Plan listed all three activities conducted. The school maintained the absolute rating of Average in 2004 that first was achieved in 2002 from Below Average in 2001. The school has been unable to use all of its funding.

No deficiencies.

<u>Ridge Spring-Monetta High School</u> reported four activities conducted during the 2003-04 school year. The activities focused on motivating the disinterested learner and improvement of English achievement. The School Renewal Plan did not explicitly state any of the conducted activities and the activities were not consistent with activities reported in 2002-03. Additional information provided by the school rectified the discrepancies. The absolute rating of the school rose to Excellent in 2004, up from Good in 2003, Below Average in 2002 and Unsatisfactory in 2001. The school has been unable to use all of its funding.

No deficiencies.

ANDERSON COUNTY SCHOOL DISTRICT 5

<u>Southwood Middle School</u> reported four activities that were conducted during the 2003-04 school year, including training in the Rigor and Relevance Instructional Model, strategies for after school programs, and two activities that revolved around book clubs or study groups. The School Renewal Plan mentioned the activities and others to be implemented with funds from the retraining grant. The school maintained the absolute rating of Average in 2004 first achieved in 2002 from Below Average in 2001. The school has been unable to use all of its funding.

No deficiencies.

BARNWELL COUNTY SCHOOL DISTRICT 19

<u>Blackville-Hilda High School</u> reported one activity was conducted during the 2003-04 school year – curriculum re-alignment. The School Renewal Plan mentioned the activity. The absolute rating for the school rose to Excellent in 2004 from Good in 2003, up from Below Average in 2002 and Unsatisfactory in 2001. The school has been unable to use all of its funding, but did report diverting \$3,500 to other activities.

No deficiencies.

<u>Blackville-Hilda Jr. High School</u> reported six activities were conducted during the 2003-04 school year, including Standards in Practice training, curriculum calibration, Cluster School Leadership academy, technology training, and alignment of curriculum to state standards. The School Renewal Plan mentions all activities except the activity on school leadership. The

absolute rating remained at below average in 2004, the same rating received in 2001 through 2003. The school has been unable to use all of its funding.

No deficiencies.

<u>Macedonia Elementary School</u> did not report how the money was spent. The school was removed from the list of eligible schools to receive retraining grants.

BARNWELL COUNTY SCHOOL DISTRICT 45

<u>Guinyard-Butler Middle School</u> reported seven activities were conducted during the 2003-04 school year. The seven included Orchard training in math, English language arts and social studies, MAP training, and FOSS training. All of the activities were new to the school in 2003-04. The School Renewal Plan included all of these activities. The absolute rating for the school has been Below Average on all four report cards. The school has expended all of its retraining grant funds.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

BEAUFORT COUNTY SCHOOLS

Beaufort Elementary School reported one activity was conducted during the 2003-04 school year, training in data-driven assessment and decision-making. The School Renewal Plan did not include this activity. The absolute rating for 2004 returned to Average after falling to Below Average in 2003; the rating was Average in 2002, up from Below Average in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>H. E. McCracken Middle School</u> reported one activity was conducted during the 2003-04 school year, the use of a SCRI literacy coach. The School Renewal Plan included this activity. The school maintained the rise in the absolute rating to Average in 2004 first achieved in 2002 from Below Average in 2001. The school has been unable to use all of its funding, but reported diverting \$9,492.

No deficiencies.

James J. Davis Elementary School reported four activities were conducted during the 2003-04 school year, including writing across the curriculum, math curriculum development, improving discipline and use of instructional technology. The School Renewal Plan did not include the activity on improving discipline. The absolute rating for the school remained at Below Average in 2004 after falling in 2003 from Average in 2002; the school rating was Below Average in 2001. The school has been unable to spend all of its allotment.

No deficiencies.

Whale Branch Elementary School reported one activity was conducted during the 2003-04 school year, improvement of instruction. The School Renewal Plan included numerous activities that could fit under this activity but did not list the activity by name. The absolute rating for the school remained at Below Average in 2004 first achieved in 2002 from Unsatisfactory in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Whale Branch Middle School reported three activities were conducted during the 2003-04 school year – data driven decision making, standards training and development of curriculum maps. The School Renewal Plan included the reported activities. The absolute rating of the school remained at Below Average in 2004, first achieved in 2003 and up from Unsatisfactory in 2002 and 2001. The school has spent all of its retraining grant funds.

No deficiencies.

BERKELEY COUNTY SCHOOLS

<u>Berkeley Middle School</u> reported one activity was conducted during the 2003-04 school year, Standards in Practice. The School Renewal Plan included this activity. The school maintained the absolute rating of Average in 2004 first achieved in 2002 from the 2001 rating of Below Average. The school has been unable to use all of its funding.

No deficiencies.

<u>Cainhoy Elementary/Middle School</u> reported five activities were conducted during the 2003-04 school year, including reading and math intervention programs, attendance at professional conferences, training on handheld assessment PDA's and development of resources for students and parents (new). The School Renewal Plan contained none of the activities. The school received an absolute rating of Below Average on all four report cards through 2004. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Cross Elementary School</u> reported seven activities were held during the 2003-04 school year, including Standards in Practice, a school retreat, attendance at several conferences and a workshop on poverty. The workshop on poverty was not in the School Renewal Plan and all of the activities were new to the school. The school maintained the absolute rating in 2004 of Average first achieved in 2002, up from Below Average in 2001. The school has spent most of their retraining funds.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

<u>Cross High School</u> reported four activities were conducted during the 2003-04 school year, including Standards in Practice, MAPS training, attendance at professional conferences and curriculum calibration. MAPS training was not in the School Renewal Plan. The school received an absolute rating of Average in 2004, up from Below Average in 2003 and 2002 after an initial rating of Unsatisfactory in 2001. The school has spent all of its retraining grant funds.

No deficiencies.

<u>J. K. Gourdin Elementary School</u> reported four activities were conducted during the 2003-04 school year, including a teambuilding workshop, training in PET, and a workshop on developing PACT-like questions. The team-building activity was not in listed in the School Renewal Plan and two of the activities were new to the school. The absolute rating for the school remained at Average in 2004, first achieved in 2003 and up from Below Average in 2002 and 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

<u>Sedgefield Middle School</u> reported seven activities were conducted during the 2003-04 school year, including MAP training, Cunningham 4 Block training, training in the use of math manipulatives and graduate course work to improve content knowledge. The MAP training was not in the School Renewal Plan. The absolute rating for the school remained at Average in 2004, first achieved in 2003, after two years of Below Average in 2002 and 2001. The school has been unable to use all of its funding.

No deficiencies.

<u>St. Stephen Elementary School</u> reported seven activities were conducted during the 2003-04 school year, including Standards in Practice, SOAR to Success, 6+1 Traits writing, and Accelerated Reader. All activities were listed in the School Renewal Plan. The school maintained the absolute rating of Below Average in 2004, which it received in 2003 after a receiving Average in 2002, up from Below Average rating in 2001. The school has been unable to use all of its funding.

No deficiencies.

St. Stephen Middle School reported one activity was conducted during the 2003-04 school year —Comer's developmental pathways. The School Renewal Plan listed Comer's Developmental Pathways as well as other activities using retraining grants funds as the source of funding. The school received a Below Average absolute rating all four report cards. The school has been unable to use all of its funding.

No deficiencies.

<u>Timberland High School</u> reported seven activities were conducted during the 2003-04 school year, including team building exercises, training in at-risk strategies, character education and Best Practices. The character education activity was not in the School Renewal Plan. The school received an absolute rating of Good in 2004, up from Average in 2003 and 2002 after an initial rating of Below Average in 2001. The school has spent all of its retraining funds.

No deficiencies.

CALHOUN COUNTY SCHOOLS

<u>Calhoun County High School</u> reported two activities were held during the 2003-04 school year – writing across the curriculum workshop and an HSAP workshop (new). The School Renewal Plan does not mention either activity. The absolute rating for the school rose to Good in 2004 after falling to Below Average in 2003; the rating was Good in 2002 after an initial Unsatisfactory in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory,

demonstration, practice with feedback, and follow-up for all participants.

<u>Guinyard Elementary School</u> entered the program in 2002-03 upon the merger of Bethlehem Elementary and St. John Elementary Schools with Guinyard. They reported two activities for 2003-04, a writing workshop and Four Frame mathematics. The School Renewal Plan did not mention either activity. The school received an Average absolute rating in 2004 after receiving

a Below Average rating in 2003; the school received an Average rating in 2001 and 2002. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>John Ford Middle School</u> reported one activity was conducted in the 2003-04 school year – Retraining Grant. The description of the activity was vague and therefore could not be matched with the School Renewal Plan. The school received an absolute rating of Below Average on all four report cards through 2004. The school has expended all of its retraining funds.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory,

decision making, that are research-based and provide theory demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of

educator expertise (i. e., diverse participant needs) in regards to content

knowledge and pedagogical practices.

CHARLESTON COUNTY SCHOOLS

Alice Birney Middle School reported one activity was conducted during the 2003-04 school year – six traits writing model. The activity, new to the school in 2003-04, was mentioned in the School Renewal Plan. The school maintained the absolute rating of Below Average in 2004 first received in 2002 after an initial rating of Unsatisfactory. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

<u>Baptist Hill High School</u> reported conducting one activity during the 2003-04 school year – teaching to the 90 minute block. The School Renewal Plan mentioned this activity and other specific professional development activities to benefit all teachers. The school received an Unsatisfactory absolute rating on all four report cards through 2004. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory,

demonstration, practice with feedback, and follow-up for all participants.

<u>Brentwood Middle School</u> reported conducting five activities during the 2003-04 school year, including six traits writing model, attendance at conferences, participation in the NEA Priority Schools Project and a grants writing workshop. The school's School Renewal Plan mentioned only the six traits writing model. The school absolute rating has been Unsatisfactory on all four report cards through 2004. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory,

demonstration, practice with feedback, and follow-up for all participants.

<u>Burke High School</u> reported conducting six activities during the 2003-04 school year, including Standards in Practice, development of pacing guides, a Josten's yearbook workshop and Virtual Enterprise. All of the activities were new and only the development of pacing guides was specifically mentioned in the School Renewal Plan. The Josten's yearbook workshop is an inappropriate use of the money. The school has received an Unsatisfactory absolute rating on all four report cards through 2004. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Chicora Elementary School</u> reported conducting seven activities during the 2003-04 school year, including study groups, two different curriculum consultants, READ 180 training, and a Ruby Payne workshop. The School Renewal Plan mentions only the Ruby Payne workshop and the curriculum consultants. The school received an Average absolute rating in 2004, first achieved in 2003; the school received a Below Average rating in 2001 and 2002. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Edmund A. Burns Elementary School reported five activities were conducted in 2003-04, such as differentiated instruction, behavior management, training in gifted and talented instruction and a workshop on the impact of poverty. The School Renewal Plan did not specifically mention any of the professional development activities conducted. The absolute rating on the report card has been Below Average on all four report cards through 2004. The school has expended all of its retraining funds.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Haut Gap Middle School</u> reported one activity was conducted during the 2003-04 school year, one that focused on Classroom Instruction that Works by Bob Marzano. The School Renewal Plan mentioned the activity. The absolute rating on the report card remained Below Average in 2004, the same rating received in 2003 after reaching Average in 2002; the initial rating was Below Average in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

<u>Hunley Park Elementary School</u> reported one activity was conducted during the 2003-04 school year – Best Practices. Best Practices is in the School Renewal Plan. The absolute rating for the school fell to Average in 2004 from Good received in 2003, up from Average in 2002, up from Below Average in 2001. The school has been unable to use all of its funding.

No deficiencies.

<u>Jane Edwards Elementary School</u> reported three activities were conducted during the 2003-04 school year, including training in the 4-Block methods, implementation of Best Practices in math and increased parental involvement. The School Renewal Plan did not mention the implementation of Best Practices in math. The school received retraining grant funds based on

the middle school grades report card absolute rating which remained Below Average in 2004 after reaching Average in 2002. The elementary report card has had an Average absolute rating all four years. The school has been unable to use all of its funding.

No deficiencies.

<u>Lincoln High School</u> reported one activity was conducted during the 2003-04 school year – "professional development." The activity addressed writing across the curriculum, attendance at workshops off site, etc. The School Renewal Plan lists other specific activities to be conducted. The absolute rating for the school improved to Below Average in 2004 after three years at Unsatisfactory. The school has spent all of its retraining funds.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory.

decision making, that are research-based and provide theory demonstration, practice with feedback, and follow-up for all participants.

Malcolm C. Hursey Elementary School reported one activity was conducted during the 2003-04 school year – a generic staff development activity. Specific professional development activities were mentioned in the School Renewal Plan. The absolute rating for the school has been Below Average on all four report cards through 2004. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory.

demonstration, practice with feedback, and follow-up for all participants.

Mary Ford Elementary School reported seven activities were conducted during the 2003-04 school year, including training on the six traits of writing, literacy based instruction, differentiated instruction, increased parental involvement, the use of data analysis and the development of pacing guides. The School Renewal Plan contained all of these activities. The school maintained the absolute rating of Below Average in 2004 first achieved in 2002 after receiving Unsatisfactory in 2001. The school has been unable to use all of its funding.

No deficiencies.

Matilda F. Durston Elementary School reported conducting three activities during the 2003-04 school year - balanced instruction, comprehensive math instruction and training to increase parental and community involvement. Balanced instruction and increased parental involvement were in the School Renewal Plan, which also listed several other professional development activities to be conducted. The school received a Below Average absolute rating in 2004 after receiving Average in 2003 and Below Average in 2002 and 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Midland Park Elementary School</u> reported one activity was conducted during the 2003-04 school year - a book study. Book studies were mentioned in the School Renewal Plan, which also listed several other professional development activities to be conducted. The absolute rating fell to Below Average in 2004 after rising to Average in 2003; the school received Below Average in 2001 and 2002. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that recognized differing levels of

educator expertise (i. e., diverse participant needs) in regards to content

knowledge and pedagogical practices.

Morningside Middle School reported three activities were conducted during the 2003-04 school year – Ruby Payne's Framework of Poverty and two courses to help teachers pass the Praxis test to become highly qualified. The activity on poverty specifically was mentioned in the School Renewal Plan, but the two courses were not. The school received an absolute rating of Below Average in 2004 after receiving Average in 2003 and 2002 and a Below Average rating in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory,

demonstration, practice with feedback, and follow-up for all participants.

M. R. Rivers Middle School reported conducting two activities during the 2003-04 school year – both dealing with classroom management and discipline. The School Renewal Plan does not contain activities dealing with classroom management or discipline, but does have other specific professional development activities to be held during 2003-04. The absolute rating for the school has been Unsatisfactory on all four report cards through 2004. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven

decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of

educator expertise (i. e., diverse participant needs) in regards to content

knowledge and pedagogical practices.

Mt. Zion Elementary School reported one activity that was conducted during the 2003-04 school year – workshops that included Four Blocks and Write Traits training. The activity was listed in the School Renewal Plan. The absolute rating for the school remained at Average in 2004, first achieved in 2003 after two years at Below Average. The school has expended all of its retaining funds.

No deficiencies.

Norman C. Toole Military Middle School reported four activities were conducted during the 2003-04 school year, including weekly planning sessions, implementation of Best Practices, implementation of a school-wide remediation program and increased parental involvement. All four activities were listed in the School Renewal Plan. The school maintained the absolute rating of Below Average in 2004 first achieved in 2002 after an initial rating of Unsatisfactory in 2001. The school has expended all of its retraining funds.

No deficiencies.

North Charleston Elementary School reported seven activities were conducted during the 2003-04 school year, including workshops on classroom management, Worksheets Don't Grow Dendrites, and Write Trait; a technology course and consultant, a staff retreat and early childhood assessment. The School Renewal Plan did not mention the technology course nor the workshop "Worksheets Don't Grow Dendrites." The absolute rating of the school has been Below Average on all four report cards through 2004. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory,

demonstration, practice with feedback, and follow-up for all participants.

North Charleston High School reported five activities were conducted during the 2003-04 school year – professional conferences on credit recovery, CPI training, mathematics and two on dealing with at-risk students. The activities were not listed in the School Renewal Plan. The absolute rating for 2004 remained Unsatisfactory, first received in 2003 after being Below Average in 2001 and 2002. The school has been unable to expend all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven

decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Pepperhill Elementary School</u> reported five activities were conducted during the 2003-04 school year, including reading initiatives, a staff retreat, workshops on laughter in the classroom and building learning communities attendance at professional conferences. The School Renewal Plan contained specific professional development activities, but the activities reported were not in the plan. The absolute rating for the school has been Below Average on all four report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory.

demonstration, practice with feedback, and follow-up for all participants.

R. B. Stall High School reported seven activities were conducted during the 2003-04 school year, including workshops on Vertical Teaming, improving SAT scores, improving classroom climate and literacy across the curriculum, integration of PLATO software into instruction, aligning the standards to the curriculum and attendance at conferences. Three activities were new to the school and the SAT workshops, alignment of the curriculum and implementation of PLATO were the only activities specifically mentioned in the School Renewal Plan. The school received an absolute rating of Below Average in 2004, up from Unsatisfactory in 2003; the absolute rating in 2002 was Below Average after an initial rating of Unsatisfactory in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory,

demonstration, practice with feedback, and follow-up for all participants.

R. D. Schroder Middle School reported conducting seven activities during the 2003-04 school year, including attendance at several conferences, a Skillspath seminar and workshops on reading and classroom climate. Five of the activities were new last year and only the conferences were specifically mentioned in the School Renewal Plan. The school received a Below Average absolute rating on all four report cards through 2004. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven

decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>St. John's High School</u> reported five activities were conducted during the 2003-04 school year, including instructional pacing, Standards in Practice and SAT test preparation. The SAT preparation workshop was not part of the School Renewal Plan. The school received an absolute rating of Below Average in 2004 after receiving an Unsatisfactory rating on the three report cards through 2003. The school has spent most of its funding.

No deficiencies.

<u>Sanders Clyde Elementary School</u> reported conducting five activities during the 2003-04 school year, including Best Practices, Benchmark testing, Standards in Practice, a book study and attendance at an urban education conference. All of the activities were new and they were all part of the School Renewal Plan. The absolute rating improved to Below Average in 2004, up from Unsatisfactory in 2003. The school received a Below Average rating in 2002 after an initial rating of Unsatisfactory in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

<u>W. B. Goodwin Elementary School</u> reported seven activities were conducted during the 2003-04 school year, including curriculum calibration, curriculum integration and attendance at conferences in math and reading. Most of the activities conducted were not listed specifically in the School Renewal Plan. The absolute rating for the school remained Below Average in 2004 after being Average in 2002. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Wilmont Fraser Elementary School</u> reported conducting seven activities during the 2003-04 school year, including workshops on inclusion, mathematics and reading instruction, content in world geography and using standards based curriculum. The School Renewal Plan does not specifically mention the activities conducted and four of the activities were new to the school in 2003-04. The absolute rating remained Below Average in 2004 following a rise to that level in 2002 after an initial Unsatisfactory rating in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven

decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

CHEROKEE COUNTY SCHOOLS

<u>Gaffney Middle School</u> reported conducting four activities during the 2003-04 school year, including staff development on technology, improving parental relationships, improving academic assistance and content related workshops. The School Renewal Plan did not mention the specific activities reported. The school maintained the Average absolute rating in

2004 achieved in 2002 after an initial rating of Below Average in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Gaffney Sr. High School</u> reported five activities were conducted during the 2003-04 school year, including analysis of test scores, curriculum integration, workshops on reading and in the content areas, and the purchase of instructional supplies to implement the learned instructional methods. The purchase of instructional materials was not part of the School Renewal Plan, but the other activities were. The school received an Average absolute rating in 2004, down from Good in 2003. The school received Average in 2002 and Below Average in 2001. The school has been unable to use all of its funding.

No deficiencies.

John E. Ewing Middle School reported five activities were conducted during the 2003-04 school year, including training on science process skills and math manipulatives, Standards in Practice, improvement of home/school relations and attendance at conferences. The activities were listed in the School Renewal Plan. The absolute rating for the school remained at Average in 2004 first achieved in 2003 and up from Below Average in 2001 and 2002. The school has been unable to use all of its funding.

No deficiencies.

<u>Luther Vaughn Elementary School</u> conducted six activities during the 2003-04 school year, including attendance at several conferences, writing instruction, and integrating arts into the classroom. Five of the activities were new to the school. The activities were specifically mentioned in the School Renewal Plan. The school absolute rating improved to Average in 2004 after rising to Below Average in 2002 from Unsatisfactory in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Mary Bramlett Elementary School reported that four activities were conducted during the 2003-04 school year, including implementation of activity-based learning, focus on the writing process, attendance at conferences, and the purchase of materials to support the activities. The School Renewal Plan listed activities that fit those reported. The school received a Below Average absolute rating on all four report cards. The school has been unable to use all of its funding.

No deficiencies.

CHESTER COUNTY SCHOOLS

<u>Chester Middle School</u> reported one activity was conducted during the 2003-04 school year – Fred Jones training for classroom management. The activity was listed in the School Renewal Plan for mathematics and English language arts faculty. The school received a Below Average absolute rating on all four report cards. The school has been unable to use all of its funding though \$6,263.72 was diverted to other uses.

Deficiency: Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Chester Sr. High School reported five activities were conducted during the 2003-04 school year, including team building and planning exercises, a faculty retreat, web site training, training on instructional strategies for freshmen academy and attendance at conferences by the administration. Only the team building and freshmen academy activities are in the School Renewal Plan. The school absolute rating improved to Average after falling to Unsatisfactory in 2002 and remaining there in 2003. The first absolute rating in 2001 was Below Average. The school has spent all of their funding, including \$1,557.58 diverted to other uses.

Funds were not expended on activities chosen through data-driven Deficiency: decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Great Falls Middle School reported six activities were conducted during the 2003-04 school year, including parenting workshops, collaboration among content areas, attendance at conferences and visitation to other schools. The activities were specifically mentioned in the School Renewal Plan except for visitation to other schools. The school received a Below Average absolute rating on all four report cards. The school has been unable to use all of its funds.

No deficiencies.

Lewisville Middle School reported five activities were conducted during the 2003-04 school year, including attendance at the SC Middle School Conference, visitation to other schools, direct classroom instruction and Saturday morning professional development activities in areas like discipline and mentoring. The School Renewal Plan specifically listed most of the activities. The school received a Below Average absolute rating on all four report cards. The school has been unable to use all of its funds.

No deficiencies.

CHESTERFIELD COUNTY SCHOOLS

Central High School reported six activities were conducted during the 2003-04 school year, including a writing workshop, web page development, participation in the SDE business summit, participation in conferences, and a management workshop. The School Renewal Plan mentions web page development, the writing workshop and participation in conferences. The school absolute rating improved to Below Average in 2004 after falling to Unsatisfactory in 2003 from Good in 2002. The initial rating was Unsatisfactory in 2001. The school has been unable to use all of its funds.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

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CLARENDON COUNTY SCHOOL DISTRICT 2

Manning Jr. High School reported three activities were conducted during the 2003-04 school year – analysis of data over the summer, improved parental communication and involvement and attendance at professional workshops and conferences. The School Renewal Plan specifically listed attendance at conferences only for the math teachers and the summer data analysis activity was not in the plan. The school received a Below Average absolute rating on all four report cards. The school has been unable to use all of its funding though over \$10,628 was diverted to other uses.

Deficiency:

Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

COLLETON COUNTY SCHOOLS

Bells Elementary School reported two activities were conducted during the 2003-04 school year – training in the Total Teaching Program and AIMS math. The School Renewal Plan listed both activities. The school maintained the Average absolute rating in 2004 first achieved in 2002 after rating Below Average in 2001. The school has been unable to use all of its funding though \$1,200 was diverted to other uses.

No deficiencies.

<u>Black Street Elementary School</u> reported four activities were conducted in the 2003-04 school year, including alignment of standards to curriculum, AIMS math, Four Frame math, and a workshop on effective use of instructional time. All of the activities were new to the school and only the Four Frame math and a focus on the effective use of instructional time were mentioned in the School Renewal Plan. The absolute rating for the school remained at Average in 2004, the same as 2003, after being Below Average in 2001 and 2002. The school has used all of its funding after diverting \$7,954 to other uses.

Deficiency: Funds were

Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Deficiency:

Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Colleton County High School</u> reported four activities were conducted in 2003-04, including curriculum development, curriculum alignment, data-driven instruction and assessment and administrative attendance at workshops and conferences. The school receives funding from the merger of Walterboro and Ruffin High Schools. The School Renewal Plan did not mention administrative attendance at workshops and conferences but did list the other three activities. The data analysis activity was new to the school. The school did not receive an absolute rating in 2003 or 2004. The school has used all of its funding after diverting \$22,504 to other uses.

No deficiencies.

<u>Colleton Middle School</u> reported seven activities were conducted during the 2003-04 school year, including attendance at conferences by teachers, workshops on Total Teacher, developing benchmark tests and several workshops on best practices. The School Renewal Plan listed the activities Total Teacher, development of benchmark tests and best practices on writing across the curriculum and classroom instruction. Three of the activities were new to the school. The

absolute rating for the school has been Below Average on all four report cards. The school has used all of its funding after diverting \$16,490 to other uses.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Funds were not expended on activities chosen through data-driven

decision-making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Forest Circle Middle School</u> reported five activities were conducted during the 2003-04 school year, including attendance at conferences, benchmark testing, Total Teacher, Direct Instruction and Let me Learn. Four of the activities were new to the school and only benchmark testing and Total Teacher were mentioned specifically in the School Renewal Plan. The absolute rating for the school fell to Below Average in 2004 after rising to Average in 2003 from Below Average in 2001 and 2002. The school has used all of its funding after diverting \$5,280 to other uses.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Funds were not expended on activities chosen through data-driven

decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Forest Hills Elementary School</u> reported one activity was conducted during the 2003-04 school year - improving parental involvement. The activity was mentioned in the School Renewal Plan. The absolute rating for the school remained at Average in 2004, first achieved in 2003 and up from Below Average in 2001 and 2002. The school has used all its funding after diverting \$5,000 to other uses.

No deficiencies.

Deficiency:

Deficiency:

<u>Hendersonville Elementary School</u> reported two activities were conducted during the 2003-04 school year, including Total Teacher training and Explicit Direct Instruction (new). The school is a merger of Hampton Street Elementary and Ivenia Brown Elementary School at the beginning of 2002-03. Neither activity was mentioned in the School Renewal Plan. The school did not receive an absolute rating in 2002, but received an Average rating in 2004 and Below Average in 2003. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory,

demonstration, practice with feedback, and follow-up for all participants.

Northside Elementary School reported one activity was conducted during the 2003-04 school year - Explicit Direct Instruction. The activity was new to the school and was not mentioned in the School Renewal Plan. The school maintained an Average absolute rating in 2004 first achieved in 2002 after receiving a Below Average rating in 2001. The school has used all of its funding after diverting \$8,827 to other uses.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Ruffin Middle School</u> reported seven activities were conducted during the 2003-04 school year, including Total Teacher, expansion of the use of writing across the curriculum and Accelerated Reader, provision of time for collaboration and training on differentiation. The school was named Smoaks Middle prior to the move to the new site. The School Renewal Plan mentioned all of the activities. The school received a Below Average absolute rating on all four report cards. The school has been unable to use all of its funding.

No deficiencies.

DARLINGTON COUNTY SCHOOLS

<u>Brunson-Dargan Elementary School</u> reported one activity was conducted during the 2003-04 school year – reading in the content area training. The activity was mentioned in the School Renewal Plan and is new to the school. The school received an absolute rating of Average in 2004 after receiving Below Average on the three previous report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

<u>Darlington High School</u> reported five activities were conducted in the 2003-04 school year, including workshops for teachers of the ninth grade academy, Best Practices and workshops on understanding poverty, using math manipulatives and tools for teaching. All of the activities were new and the School Renewal Plan included all of the activities except the workshops for teachers in the ninth grade academy. The school maintained the absolute rating of Below Average in 2004 first achieved in 2002, up from Unsatisfactory in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

<u>Darlington Jr. High School</u> reported five activities were conducted during the 2003-04 school year, including Working on the Work, Tools for Teaching training, 6+1 Writing Traits, Understanding Poverty and Math Solutions. The School Renewal Plan mentioned only Math Solutions. The absolute rating for the school has been Below Average on all four report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Hartsville Jr. High School</u> reported four activities were conducted during the 2003-04 school year including curriculum calibration, site visits to other schools, Tools for Teaching training and extra planning sessions for teachers. Two of the activities were new to the school and site visits was not mentioned in the School Renewal Plan. The school has received a Below Average absolute rating on all four report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

J. L. Cain Elementary School reported three activities were conducted during the 2003-04 school year, including two activities on computer training and long range planning. The School Renewal Plan did not specifically mention the extended planning activity. The absolute rating on the report card rose for the school each year from Below Average in 2001, to Average in

2002 and Good in 2003, but fell to Average in 2004. The school has been unable to use all of its funding.

No deficiencies.

<u>Lamar Elementary School</u> reported four activities were conducted during the 2003-04 school year, two workshops on writing, collaborative long range planning and High Scope training. Three of the activities were new to the school and the School Renewal Plan mentions only the long range planning. The absolute rating on the report card remained at Average in 2004, first achieved in 2003, and up from Below Average in 2001 and 2002. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory,

demonstration, practice with feedback, and follow-up for all participants.

<u>Lamar High School</u> reported three activities were conducted during the 2003-04 school year, Tools for Teaching training, teaching reading in the content areas and Standards in Practice. Two of the three activities were new to the school last year and the School Renewal Plan did not mention the Tools for Teaching activity. The school received an Excellent absolute rating in 2004, up from Average in 2003 and 2002, up from Below Average in 2001. The school has been unable to use all of its funding even though \$1,750 was diverted to other uses.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Rosenwald/St. David's Elementary School reported five activities were conducted during the 2003-04 school year, including a faculty staff retreat, monthly planning days, attendance at the reading conference, stipends for workshops and the purchase of supplies and materials for staff development. Three of the activities were new to the school last year and the School Renewal Plan mentioned all of the activities except the purchase of supplies. The school has received an absolute rating of Below Average on all four report cards. The school has used all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

<u>Spaulding Elementary School</u> reported five activities were conducted during the 2003-04 school year, including Balanced Literacy, visits to exemplary schools, family nights, test data analysis and standards based lesson planning. The School Renewal Plan did not include the visits to exemplary schools. The school maintained the absolute rating of Below Average in 2004 first received in 2002 after an Unsatisfactory rating in 2001. The school has been unable to use all of its funding.

No deficiencies.

<u>Spaulding Jr. High School</u> reported one activity was conducted during the 2003-04 school year – alignment of standards to lesson plans. The School Renewal Plan contains the activity. The absolute rating on the 2004 report card remained Below Average, first achieved in 2003 after Unsatisfactory ratings in 2001 and 2002. The school has been unable to use all of its funding.

No deficiencies.

<u>Thornwell Elementary School</u> reported three activities were conducted during the 2003-04 school year - assessment training, professional book talks and planning based on grade level standards. None of the activities were mentioned in the School Renewal Plan. The school

maintained the absolute rating of Average in 2004 that was first received in 2002; the initial rating in 2001 was Below Average. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Washington Street Elementary School reported four activities were conducted during the 2003-04 school year, including technology training, AIMS science and social studies, Math Solutions, and training on poverty. Two of the activities were new to the school last year and all were mentioned in the School Renewal Plan except technology training. The school improved its absolute rating to Good in 2004, up from Average in 2003 and 2002 and from the initial rating of Below Average in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

DILLON COUNTY SCHOOL DISTRICT 1

<u>Lake View High School</u> reported conducting three activities during the 2003-04 school year, including Catching Kids Up, benchmark writing assessment and differentiated reading techniques. All three activities were new to the school last year and the School Renewal Plan contained all three activities. The eighth grade received an absolute rating in 2001 and 2002 of Below Average, but has received no report card since. For grades 9-12, the absolute rating rose to Good in 2004 from Average in 2003, up from Unsatisfactory in 2002 after an initial rating of Average in 2001. The school has been unable to use all of its retraining funds.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

<u>Lake View Middle School</u> reported conducting three activities during the 2003-04 school year, two dealing with increased parental involvement and the other using technology in the classroom. The School Renewal Plan contained all three activities. The school has received an absolute rating of Below Average on all four report cards. The school has been unable to use all of its funding.

No deficiencies.

DILLON COUNTY SCHOOL DISTRICT 2

<u>Dillon High School</u> reported four activities were conducted during the 2003-04 school year, including curriculum development and alignment, improved instructional planning, standardized test preparation and attendance at conferences. One of the activities was new to the school last year and all were mentioned in the School Renewal Plan. The absolute rating for the school rose to Good in 2004 from Below Average in 2003, up from Unsatisfactory in 2001 and 2002. The school has been unable to spend all of its funding even though \$24,267 was diverted to other uses.

No deficiencies.

<u>Gordon Elementary School</u> reported three activities were conducted during the 2003-04 school year, including Meaningful Manipulatives, inclusion and improved classroom management. Two of the activities were new to the school last year and the School Renewal Plan specifically listed

all three activities. The school maintained the absolute rating of Average in 2004 first achieved in 2002 after an initial rating of Below Average in 2001. The school has used all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

<u>J. V. Martin Jr. High School</u> reported four activities were conducted during the 2003-04 school year, including interdisciplinary teaming, brain compatible classrooms, writing benchmark tests and extended teacher planning. Three of the activities were new to the school last year and all four activities were mentioned in the School Renewal Plan. The school maintained the absolute rating of Below Average in 2004 first achieved in 2002 after an initial rating of Unsatisfactory in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

DORCHESTER COUNTY SCHOOL DISTRICT 4

<u>Harleyville-Ridgeville Elementary School</u> reported one activity was conducted during the 2003-04 school year – Four Block training. The School Renewal Plan specifically mentioned Four Blocks as the focus of professional development. The absolute rating for the school remained at Average in 2004, first received in 2003 after receiving Below Average in 2001 and 2002. The school has been unable to use all of its funding.

No deficiencies.

<u>St. George Middle School</u> reported four activities were conducted during the 2003-04 school year, including a book study, a workshop on building rubrics, visits to exemplary schools and a workshop on developing PACT-like materials. All four activities were new to the school last year and the book study was not in the School Renewal Plan. The absolute rating for the school has been Below Average on all four report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

EDGEFIELD COUNTY SCHOOLS

<u>Douglas Elementary School</u> reported three activities were conducted during the 2003-04 school year – increased parental involvement and attendance at conferences in English and math/science. The School Renewal Plan did not specifically mention conference attendance for English teachers. The absolute rating for the school remained at Average in 2004, first achieved in 2003, after a rating of Below Average in 2001 and 2002. The school has used all of its funding.

No deficiencies.

<u>Johnston-Edgefield-Trenton Middle School</u> reported four activities were conducted during the 2003-04 school year, all dealing with attendance at conferences. All of the activities were mentioned in the School Renewal Plan. The absolute rating remained Average in 2004, first achieved in 2003 after being Below Average in 2001 and 2002. The school has been unable to use all of its funding.

FAIRFIELD COUNTY SCHOOLS

<u>Fairfield Central High School</u> reported three activities were conducted during the 2003-04 school year, including curriculum mapping, data analysis and training on block scheduling. The activities were specifically mentioned in the School Renewal Plan. The school improved the absolute rating to Average in 2004, up from Below Average in 2003 and 2002 after an initial rating of Unsatisfactory in 2001. The school has been unable to use all of its funding.

No deficiencies.

<u>Fairfield Intermediate School</u> reported two activities were conducted during the 2003-04 school year – classroom management strategies and curriculum mapping. The School Renewal Plan specifically mentioned both activities. The school has received a Below Average absolute rating on all four report cards. The school has used all of its funding.

No deficiencies.

<u>Fairfield Middle School</u> reported one activity was conducted during the 2003-04 school year – Standards in Practice. The School Renewal Plan mentioned the activity. The school has received an absolute rating of Unsatisfactory on all four report cards. The school has been unable to use all of its funding.

No deficiencies.

<u>Fairfield Primary School</u> reported one activity was conducted during the 2003-04 school year – working with math consultants. The activity was new to the school and the School Renewal Plan did not mention this activity. The absolute rating rose to Good in 2004 after rising to Average in 2003 from Unsatisfactory in 2002. The school was Below Average in 2001. The school has used most of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory,

demonstration, practice with feedback, and follow-up for all participants.

<u>Geiger Elementary School</u> reported four activities were conducted during the 2003-04 school year – Four Frames math, reader's workshop, Best Practices and integration of language arts and social studies. Two of the activities were new to the school last year and the activities were not specifically mentioned in the School Renewal Plan. The school received absolute rating of Average in 2004 after receiving Below Average on the three previous report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory,

demonstration, practice with feedback, and follow-up for all participants.

Kelly Miller Elementary School reported two activities were conducted during the 2003-04 school year, including curriculum mapping and standards based instruction. The School Renewal Plan specifically mentioned both activities. The absolute rating of the school remained at Average in 2004, first achieved in 2003 after being Below Average in 2001 and 2002. The school has been unable to use all of its funding.

FLORENCE COUNTY SCHOOL DISTRICT 1

<u>Dewey Carter Elementary School</u> reported three activities were conducted during the 2003-04 school year, including increased parental involvement, improved classroom management and an extended day program. The School Renewal Plan mentioned the activities specifically. The school maintained the absolute rating of Average in 2004 first achieved in 2002 after receiving a Below Average rating in 2001. The school has been unable to use all of its funding.

No deficiencies.

North Vista Elementary School reported three activities were conducted during the 2003-04 school year, including Great Books workshop, Poetry Alive and Fearless Math. Two of the activities were new to the school last year and the School Renewal Plan did not mention the Fearless Math activity. The school received an Average absolute rating in 2004, up from Below Average in 2003, which was down from Average in 2002, and up from Below Average in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

<u>Southside Middle School</u> reported one activity was conducted during the 2003-04 school year – the Accelerated Schools Project. The activity was mentioned specifically in the School Renewal Plan. The school has received an absolute rating of Below Average on all four report cards. The school has been unable to use all of its funding.

No deficiencies.

<u>Williams Middle School</u> reported four activities were conducted during the 2003-04 school year, including benchmark tests, Character Education, standards based instruction and closing the achievement gap. Two of the activities were new to the school last year and closing the achievement gap was not mentioned specifically in the School Renewal Plan. The school has received a Below Average absolute rating on all four report cards. The school has been unable to use all of its funding.

No deficiencies.

FLORENCE COUNTY SCHOOL DISTRICT 3

<u>Lake City High School</u> reported four activities were conducted during the 2003-04 school year, including unit planning, standards based assessment, engaging strategies and understanding poverty. The School Renewal Plan does not specifically mention these activities. The absolute rating for the school rose to Average in 2004 after reaching Below Average in 2003 following Unsatisfactory in 2001 and 2002. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>J. Paul Truluck Middle School</u> reported four activities were conducted during the 2003-04 school year, including curriculum planning, Safe Schools, Standards in Practice and attendance at conferences. The School Renewal Plan mentioned all of the activities conducted. The absolute rating for the school fell to Below Average in 2004 after reaching Average in 2003 from Below Average in 2001 and 2002. The school has been unable to use all of its funding.

Olanta Elementary School reported three activities were conducted during the 2003-04 school year, including understanding poverty, curriculum calibration and Balanced Literacy. One activity was new to the school last year and curriculum calibration was not mentioned specifically in the School Renewal Plan. The school received an absolute rating of Average in 2004 after reaching Good in 2003, up from Below Average received in 2001 and 2002. The school has been unable to use all of its funding.

No deficiencies.

Ronald E. McNair Jr. High School reported three activities were conducted during the 2003-04 school year, including attendance at the middle school and science conferences and creating communities of learners. The School Renewal Plan specifically mentioned all of the activities and the communities of learners was new to the school. The school received an absolute rating of Below Average on all four report cards. The school has been unable to use all of its funding.

No deficiencies.

GEORGETOWN COUNTY SCHOOLS

<u>Carver's Bay Middle School</u> reported one activity was conducted during the 2003-04 school year – Best Practices instruction. The School Renewal Plan did not specifically mention the activity. The school has received a Below Average absolute rating on all four report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Georgetown Middle School</u> reported seven activities were conducted during the 2003-04 school year, including increased parental involvement, training on Strategies that Work, and classroom instruction based on standards. The School Renewal Plan mentions all of the activities. The school maintained the Average absolute rating in 2004 that was first achieved in 2002 after an initial rating of Below Average in 2001. The school has used all of its funding.

No deficiencies.

Rosemary Middle School reported seven activities were conducted during the 2003-04 school year, including effective teaching strategies, Standards in Practice, workshops on closing the achievement gap and improving instruction. The School Renewal Plan contains all of the activities and five of the activities were new for the school last year. The absolute rating for the school remained Below Average in 2004 after falling from Average in 2003. The absolute rating in 2002 was Average after an initial rating of Below Average in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

<u>Sampit Elementary School</u> reported four activities were conducted during the 2003-04 school year – data-driven decision making, Everyday Math, 100 Book Challenge and curriculum calibration. The School Renewal Plan mentioned all of the activities. The school improved its absolute rating to Good in 2004 after receiving Average in 2003 and 2002, which followed an initial rating of Below Average in 2001. The school has been unable to use all of its funding.

No deficiencies.

GREENVILLE COUNTY SCHOOLS

<u>Alexander Elementary School</u> reported two activities were conducted during the 2003-04 school year, including increasing parent involvement and strategies for teaching at-risk students. The activities were in the School Renewal Plan. The absolute rating for the school remained at Average in 2004, first achieved in 2003 after receiving a Below Average rating in 2001 and 2002. The school has been unable to use all of its funding.

No deficiencies.

<u>Berea Middle School</u> reported five activities were conducted during the 2003-04 school year, including workshops on understanding poverty, attendance at conferences, Brain-based Strategies, improving the disciplinary climate and workshops on reading strategies. Four of the activities were new to the school last year and improving the disciplinary climate was not mentioned in the School Renewal Plan. The school received an absolute rating of Below Average on all four report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

<u>Carolina High School</u> reported seven activities were conducted during the 2003-04 school year, including Standards in Practice, Vertical Articulation, off-contract training days for teachers, an HSAP night for parents and development of a professional library at the school. Six of the activities were new to the school last year. Only Standards in Practice and the development of a professional library were mentioned specifically in the School Renewal Plan. The absolute rating for the school remained at Average in 2004, first achieved in 2003 after falling to Unsatisfactory in 2002 following an initial rating of Below Average in 2001. The school has used all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory,

demonstration, practice with feedback, and follow-up for all participants.

<u>Grove Elementary School</u> reported one activity was conducted during the 2002-03 school year – understanding poverty. The activity was new to the school and was not mentioned specifically in the School Renewal Plan. The school improved its absolute rating to Average in 2004 after receiving Below Average on the three previous report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Funds were not expended on activities chosen through data-driven

decision making, that are research-based and provide theory,

demonstration, practice with feedback, and follow-up for all participants.

<u>Hollis Academy</u> reported four activities were conducted during the 2003-04 school year, including a workshop on the Modern Red School House, brain research, Thinking Maps and a study on understanding poverty. The Modern Red School House was new to the school last year and was not mentioned in the School Renewal Plan. The school received an absolute rating of Unsatisfactory in 2004 and 2003 after receiving Below Average in 2002 and 2001. The school has been unable to use all of its funding.

No deficiencies.

Deficiency:

<u>Lakeview Middle School</u> reported seven activities were conducted during the 2003-04 school year, including understanding poverty, attendance at conferences and literacy workshops. Two activities were new to the school last year and all activities were mentioned in the School Renewal Plan. The school has received an absolute rating of Below Average on all four report cards. The school has been unable to spend all of its funding.

No deficiencies.

Monaview Elementary School reported seven activities were conducted during the 2003-04 school year, including Family Literacy, attendance at conferences, training in the Clemson Writing Project, and understanding poverty. One activity was new to the school last year and the School Renewal Plan contained only the writing project. The school has received an absolute rating of Below Average on all four report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Parker Academy</u> reported six activities were conducted during the 2003-04 school year, including understanding poverty, improved discipline, focus on standards, learning styles and attendance at conferences. Four of the activities were new to the school last year and all of them were mentioned in the School Renewal Plan. The absolute rating for the school has been Unsatisfactory on all four report cards. The school was unable to use all of its funding and it closed at the end of the 2003-04 school year.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

<u>Cone/Sans Souci Intermediate School</u> reported one activity was conducted during the 2003-04 school year - attendance at conferences. The School Renewal Plan did not specifically mention the activity. The school has received an absolute rating of Below Average on all four report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Sirrine Elementary School</u> reported three activities were conducted during the 2003-04 school year, including attendance at conferences, focus on literacy instruction and improved school climate. The School Renewal Plan mentioned only attendance at the math conference. One activity was new to the school last year. The school received a Below Average absolute rating on all four report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Southside High School</u> reported three activities were conducted during the 2003-04 school year, all activities focusing on establishing a learning community through HOPE. The School Renewal Plan specifically does not mention HOPE. The school received an Average absolute rating in 2004 after receiving Below Average absolute rating on the three previous report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Tanglewood Middle School</u> reported five activities were conducted during the 2003-04 school year, including Critical Friends training, discipline techniques, attendance at conferences, reading and writing across the curriculum and effective classroom instructional techniques. Two of the activities were new to the school last year and the School Renewal Plan mentioned all of the activities. The school received an absolute rating of Below Average in 2004 after receiving Unsatisfactory on the three previous report cards. The school has been unable to use all of its funding.

No deficiencies.

<u>Woodmont High School</u> reported three activities were conducted during the 2003-04 school year, including application for Red Carpet Schools, training in High Schools that Work, and training in the Middle School Programme (IB). The School Renewal Plan did not mention the Red Carpet School initiative. The school absolute rating fell to Below Average in 2004 after being Average in 2003 and 2002 after receiving an initial rating of Below Average in 2001. The school has used all of its funding.

No deficiencies.

<u>Woodmont Middle School</u> reported four activities were conducted during the 2003-04 school year, including implementing Baldwin strategies in the classroom, increased community involvement, a book study and development of a professional library. The School Renewal Plan did not specifically mention the book study, which was new to the school last year. The school has received an absolute rating of Below Average on all four report cards. The school has been unable to use all of its funding.

No deficiencies.

GREENWOOD COUNTY SCHOOL DISTRICT 51

<u>Ware Shoals High School</u> reported seven activities were conducted during the 2003-04 school year, including attendance at conferences, applying for the Red Carpet Schools program, books studies, resources for curriculum implementation and improved classroom management. Two of the activities were new to the school last year and all but one of the activities was specifically mentioned in the School Renewal Plan. The school received retraining grant funds for the middle school report card absolute rating in 2001 of Below Average; the rating rose to Average in 2002 but fell to Below Average again in 2003 and remained there in 2004. The school has been unable to use all of its funding.

No deficiencies.

HAMPTON COUNTY SCHOOL DISTRICT 2

<u>Estill Elementary School</u> reported one activity was conducted during the 2003-04 school year – development of curriculum guides. The School Renewal Plan mentioned the activity. The school improved its absolute rating to Average in 2004 after receiving Below Average on the three previous report cards. The school has been unable to use all of its funding.

No deficiencies.

<u>Estill High School</u> reported four activities were conducted during the 2003-04 school year, including book studies, school safety, college courses in Character Education and forensics and improved pedagogy. Two of the activities were new to the school last year. The School

Renewal Plan mentioned all activities. The school received an absolute rating of Below Average in 2004 after receiving Unsatisfactory on the three previous report cards. The school has been unable to use all of its funding.

No deficiencies.

<u>Estill Middle School</u> reported seven activities were conducted during the 2003-04 school year, including Character Education, improved discipline, rubrics for writing, book studies, differentiated instruction, and two activities on reading. Five of the activities were new to the school last year and the School Renewal Plan mentioned all of the activities. The school has received an absolute rating of Unsatisfactory on all four report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

HORRY COUNTY SCHOOLS

<u>Loris Middle School</u> reported three activities were conducted during the 2003-04 school year, including training on understanding poverty, READ 180 and differentiated instruction. One activity was new to the school last year and two activities could not be found in the School Renewal Plan. The school maintained the Average absolute rating in 2004 first achieved in 2002 after an initial rating of Below Average in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

KERSHAW COUNTY SCHOOLS

North Central Middle School reported seven activities were conducted during the 2003-04 school year, including attendance at several conferences, a course in pedagogy, Levings Learning, and Reading Renaissance. Two of the activities were new to the school last year and all activities were in the School Renewal Plan. The school received an absolute rating of Below Average in both 2003 and 2004. The school has been unable to use all of its funding.

No deficiencies.

<u>Pine Tree Hill Elementary</u> reported one activity was conducted during the 2003-04 school year – establishment of common planning time. The activity was mentioned in the School Renewal Plan. The absolute rating of the school fell to Average in 2004 after reaching Good in 2003 from Average in 2002 and Below Average in 2001. The school has been unable to use all of its funding.

No deficiencies.

LANCASTER COUNTY SCHOOLS

A. R. Rucker Middle School, originally named Barr Street Middle, reported five activities were conducted during the 2003-04 school year focusing on training for the IB Middle School Programme and training for teacher coaches. The School Renewal Plan mentioned all activities conducted. The absolute rating for the school fell to Below Average in 2004 after reaching

Average in 2003 from an initial rating of Below Average in 2001 and 2002. The school has used all of its funding.

No deficiencies.

<u>Buford Middle School</u> reported seven activities were conducted during the 2003-04 school year, including a faculty retreat, attendance at conferences and content related workshops, curriculum calibration and training on two reading programs (new to the school). The School Renewal Plan contained all of the activities. The school maintained the Average absolute rating in 2004 first achieved in 2002 after an initial rating of Below Average in 2001. The school has been unable to use all of its funding.

No deficiencies.

<u>Clinton Elementary School</u> reported seven activities were conducted during the 2003-04 school year, including improving parental involvement, visitation of other schools and workshops on increasing English and math achievement, celebrations of student achievement and extra support time for low-achieving students. The School Renewal Plan mentioned all activities conducted. The school maintained the Average absolute rating in 2004 first achieved in 2002 after an initial rating of Below Average in 2001. The school has been unable to use all of its funding.

No deficiencies.

Kershaw Elementary School reported five activities were conducted during the 2003-04 school year, including SC Reading Initiative, attendance at the National Core Knowledge conference, implementation of student led conferences, book studies, and classroom management training. All activities were specifically mentioned in the School Renewal Plan. The school maintained the absolute rating of Average in 200\$ first achieved in 2002 after an initial rating of Below Average in 2001. The school has been unable to use all of its funding.

No deficiencies.

<u>Lancaster High School</u> reported five activities were conducted during the 2003-04 school year, including use of data analysis, writing across the curriculum, hiring of an instructional coach, exploration of the IB program and training in effective teaching strategies. Two of the activities were new to the school last year. The School Renewal Plan mentioned all activities. The school improved the absolute rating to Good in 2004 after receiving Average in 2003 and 2002 after an initial rating of Below Average in 2001. The school has been unable to use all of its funding.

No deficiencies.

<u>South Middle School</u> reported seven activities were conducted during the 2003-04 school year, including closing the achievement gap, Standards in Practice, creation of language arts and math coaches, book studies, parent nights and learning centered schools. The School Renewal Plan specifically mentioned all activities. The school has received an absolute rating of Below Average on all four report cards. The school has been unable to use all of its funding.

No deficiencies.

LAURENS COUNTY SCHOOL DISTRICT 56

<u>Bell Street Middle School</u> reported seven activities were conducted during the 2003-04 school year, including curriculum mapping, participation in the Teacher Advancement Program, attendance at several conferences and workshops and ELA Vertical Teaming. Two of the activities were new to the school last year and all activities except vertical teaming were specifically mentioned in the School Renewal Plan. The absolute rating for the school fell to

Below Average in 2004 after reaching Average in 2003 after an initial rating of Below Average in 2001 and 2002. The school has been unable to use all of its funding.

No deficiencies.

<u>Joanna-Woodson Elementary School</u> reported seven activities were conducted during the 2003-04 school year, including several reading initiatives, a math remediation effort, training in Write from the Beginning and training on better communication with parents on science and social studies. Four activities were new to the school last year and the School Renewal Plan mentioned all activities. The school improved the absolute rating to Good in 2004 after receiving Average in 2003 and 2002 and an initial rating of Below Average in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

<u>Martha Dendy Sixth Grade Center</u> reported four activities were conducted during the 2003-04 school year, including attendance at several conferences, writing across the curriculum and development of pacing guides. The School Renewal Plan specifically mentioned all activities. The school maintained the absolute rating of Average in 2004 first achieved in 2002 after an initial rating of Below Average in 2001. The school has been unable to use all of its funds.

No deficiencies.

LEXINGTON COUNTY SCHOOL DISTRICT 4

<u>Sandhills Middle School</u> reported four activities were conducted during the 2003-04 school year, including SC Reading Initiative, connected mathematics, inquiry-based science and teaming. The School Renewal Plan specifically mentioned all activities except teaming. The school has received an absolute rating of Below Average on all four report cards.

No deficiencies.

MARION COUNTY SCHOOL DISTRICT 1

<u>Johnakin Middle School</u> reported four activities were conducted during the 2003-04 school year – curriculum alignment, benchmark testing, poetry night and integrating technology. Two activities were new to the school last year and the School Renewal Plan did not mention two activities. The school has received a Below Average absolute rating on all four report cards. The school has been unable to use all of its funding.

No deficiencies.

<u>Marion Intermediate School</u> reported three activities were conducted during the 2003-04 school year, including revision of curriculum, Balanced Literacy and AIMS training (new to the school). The School Renewal Plan specifically mentioned the activities. The absolute rating improved to Average in 2004 after falling to Below Average in 2003 from Average in 2002; the initial rating was Below Average in 2001. The school has been unable to use all of its funding.

No deficiencies.

MARION COUNTY SCHOOL DISTRICT 2

<u>Palmetto Elementary School</u> reported four activities were conducted during the 2003-04 school year, including data analysis, integrating curriculum, participation in a What Works workshop and the development of a curriculum notebook. Participation in the What Works workshop was not mentioned specifically in the School Renewal Plan. The school absolute rating fell to Below Average in 2004 after being Average in 2003 and 2002; the initial rating was Below Average in 2001. The school has been unable to use all of its funding.

No deficiencies.

<u>Palmetto School</u> reported four activities were conducted during the 2003-04 school year, including curriculum alignment, Tests for Higher Learning, teaming, and a middle school curriculum course. Two of the activities were new to the school last year and the School Renewal Plan specifically mentioned only curriculum alignment and teaming. The school has received a Below Average absolute rating on all four report cards. The school has been unable to use all of its funding even though \$5,238 was diverted for other uses.

No deficiencies.

MARION COUNTY SCHOOL DISTRICT 7

<u>Brittons Neck Elementary School</u> reported five activities were conducted during the 2003-04 school year, including data analysis training, curriculum development and revision, strategic planning and attendance at SCIRA conference. Data analysis and strategic planning were not specifically mentioned in the School Renewal Plan. The school has received a Below Average absolute rating on all four report cards. The district reports that the school has used all of its funding.

No deficiencies.

Creek Bridge High School, a merger of Britton's Neck and Terrell's Bay High Schools, reported seven activities were conducted during the 2003-04 school year, including data analysis training, curriculum development and revision, attendance at the NSTA conference, team building and strategic planning. The School Renewal Plan specifically mentioned only two of the activities. The district provided additional information on alignment of the activities to the School Renewal Plan, indicating that the revision of assessments described in the School Renewal Plan was the curriculum development and revision activity reported by the school. Supporting documentation for the team building activity was indication of a faculty cookout included in the School Renewal Plan. The school did not receive an absolute rating in 2003 or 2004 because of its new structure. The district reports that school has used all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Creek Bridge Middle School</u> is now part of Creek Bridge High School.

Rains-Centenary Elementary School reported five activities were conducted during the 2003-04 school year, including Four Blocks training, curriculum development, math standards training, data analysis and classroom discipline. The School Renewal Plan does not specifically mention data analysis. The school has received a Below Average absolute rating on all four report cards. The district reports that the school has used all of its funding.

No deficiencies.

MARLBORO COUNTY SCHOOLS

Bennettsville Elementary School reported seven activities were conducted during the 2003-04 school year, including closing the achievement gap, differentiated instruction, writing across the curriculum, building self esteem, reading development, data analysis and literature based math. Five of the activities were new to the school last year and the School Renewal Plan specifically mentioned only data analysis and writing across the curriculum. The school has received a Below Average absolute rating on all four report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven

decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Bennettsville Middle School</u> reported four activities were conducted during the 2003-04 school year, including curriculum mapping, writing across the curriculum, benchmark testing through technology and reading strategies across the curriculum. All four activities were new to the school and specific mention of only curriculum mapping and writing across the curriculum was found in the School Renewal Plan. The school has received an Unsatisfactory absolute rating on all four report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Blenheim Elementary/Middle School reported four activities were conducted during the 2003-04 school year, including improved student discipline, curriculum calibration, best practices support and training on America's Choice Design. Three of the activities were new to the school in 2003-04; the School Renewal Plan mentioned all activities. The school also conducted additional professional development activities in response to the External Review Team review conducted in December 2003. The absolute rating for the school improved to Below Average in 2004 after being Unsatisfactory in 2002 and 2003 after an initial rating of Below Average in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

<u>Clio Elementary/Middle School</u> reported six activities were conducted during the 2003-04 school year, including visits to other schools, team building, America's Choice Design and curriculum development. The School Renewal Plan does not mention any of the activities. The school receives two absolute ratings, one for the elementary grades and a second for the middle school grades. The elementary absolute rating remained Below Average in 2004, first achieved in 2002, after an initial rating of Average in 2001. The middle school absolute rating in 2004 was Average, up from Below Average in 2003, after two years of Average. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Marlboro County High School</u> reported six activities were conducted during the 2003-04 school year, including High Schools That Work, workshops on instructional leadership, graphing calculators and math, Best Practices, and technology training. Five of the activities were new to the school in 2003-04 and of the activities, only Best Practices could be found in the School

Renewal Plan. The absolute rating for the school remained Below Average in 2004, first achieved in 2002 after being Unsatisfactory in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory,

demonstration, practice with feedback, and follow-up for all participants.

<u>McColl Elementary/Middle School</u> reported two activities were conducted during the 2003-04 school year, including Balanced Literacy instruction and Successmaker reading and math (new to the school). Both activities were in the School Renewal Plan. The absolute rating for the school is divided between the elementary school and the middle school. The elementary rating remained Average in 2004, first achieved in 2003 after two years at Below Average. The middle school has received Below Average on all four report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

<u>Wallace Elementary/Middle School</u> reported three activities were conducted during the 2003-04 school year – multiple intelligences training, curriculum mapping and an author-in-residence. Two of the activities were new in 2003-04 and multiple intelligences was not specifically mentioned in the School Renewal Plan. The school receives two absolute ratings. The elementary rating in 2004 was Average, up from Below Average in 2003, which was down from Average in 2002 and up from Below Average in 2001. The middle school rating has been Below Average 2002-2004 after an initial rating of Average in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

MCCORMICK COUNTY SCHOOLS

McCormick High School reported four activities were conducted during the 2003-04 school year, including attending the Ultimate Writing conference, Adept training, SAT preparation and HSAP training. Three of the activities were new to the school in 2003-04 and only SAT preparation was mentioned specifically in the School Renewal Plan. The absolute rating for the school fell to Unsatisfactory in 2004 after rising to Average in 2003; it was Below Average in 2002 and Unsatisfactory in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory,

demonstration, practice with feedback, and follow-up for all participants.

<u>McCormick Middle School</u> reported seven activities were conducted during the 2003-04 school year, including attending conferences, Benchmark Testing, visiting other schools, team building, and a workshop on Socratic seminars. Six of the activities were new to the school in 2003-04 and only Benchmark testing and the Socratic seminars were mentioned specifically in the School Renewal Plan. The school maintained the absolute rating of Below Average in 2004 first

achieved in 2002 after an initial rating of Unsatisfactory in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven

decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

NEWBERRY COUNTY SCHOOLS

<u>Boundary Street Elementary School</u> reported six activities were conducted during the 2003-04 school year, including Best Practices (new), attendance at conferences, planning for improvement and Balanced Literacy. The School Renewal Plan mentioned none of the activities. The absolute rating for the school remained at Average in 2004, first achieved in 2003 after being Below Average in 2002 and 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory,

demonstration, practice with feedback, and follow-up for all participants.

Newberry High School reported three activities were conducted during the 2003-04 school year, including Discipline with Dignity, creation of a Virtual Science Lab and a workshop on HSAP writing. Two of the activities were new to the school in 2003-04 and all of the activities were mentioned in the School Renewal Plan. The district provided additional information to indicate institutionalization. The absolute rating of the school fell to Below Average in 2004 after rising to Good in 2003, up from Average in 2002 and Below Average in 2001. The school has been unable to use all of its funding.

No deficiencies.

Newberry Middle School reported one activity was conducted during the 2003-04 school year – training by a math consultant. The activity was not found in the School Renewal Plan. The school maintained the absolute rating of Below Average in 2004 first achieved in 2002 after an initial rating of Unsatisfactory in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Whitmire High School reported three activities were conducted during the 2003-04 school year, including training on Best Practices, data driven decision making and administrative attendance at the summer leadership conference. The activities could not be found in the School Renewal Plan. The school receives two absolute ratings. The absolute rating of the high school fell to Average in 2004 from Excellent in 2003, up from Average in 2002 and 2001. The middle school received an initial rating of Below Average in 2001, improved to Average in 2002 and 2003, then fell to Below Average in 2004. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

OCONEE COUNTY SCHOOLS

<u>Tamassee-Salem Middle/High School</u> reported four activities were conducted during the 2003-04 school year, including workshops on peer mediation and conflict resolution, purchase of technology, attendance at conferences and the development of a professional library. The School Renewal Plan specifically mentioned only the peer mediation and conflict resolution, new to the school that year. The absolute rating for the middle school unit was Below Average in 2001, but has been Good 2002-2004. The high school unit received an Excellent rating in 2004, up from Average in 2002 and 2003 and Below Average in 2001. The school has been unable to use all of its funding.

No deficiencies.

ORANGEBURG COUNTY CONSOLIDATED SCHOOL DISTRICT 3

<u>Elloree Elementary School</u> reported three activities were conducted during the 2003-04 school year, including a staff retreat, a family retreat and workshops on implementing standards. The School Renewal Plan does not mention specifically any of the activities. The school has received an Average absolute rating in 2004 and 2003, up from Below Average in 2002 and 2001. The school has bee unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Elloree High School reported seven activities were conducted during the 2003-04 school year, including Standards in Practice, attendance at the reading conference, teambuilding, effective lesson planning, Brain Research, Differentiated Instruction and a workshop on using technology in the classroom. Two of the activities were new to the school in 2003-04 and Standards in Practice and Brain Research were the only activities found in the School Renewal Plan. The school has received an absolute rating of Average in 2004 after receiving Unsatisfactory on the three previous report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Holly Hill Elementary School reported four activities were conducted during the 2003-04 school year, including a retreat, attendance at conferences, Brain Research seminar and Musical Ball Points. One activity was new to the school in 2003-04 and all of the activities were found in the School Renewal Plan. The absolute rating for the school improved to Average in 2004 after being Below Average on the three previous report cards. The school has used all of its funding after diverting \$5,468 to other uses.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Holly Hill Middle School</u> reported two activities were conducted during the 2003-04 school year, including benchmark testing and setting school goals and objectives. The School Renewal Plan specifically mentions only setting goals and objectives. The school has received an absolute rating of Below Average on all four report cards. The school has been unable to use all of its funding.

Deficiency:

Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Holly Hill-Roberts High School</u> reported seven activities were conducted during the 2003-04 school year, including integration of standards in the classroom, classroom management, SAT preparation, basic writing skills workshops and incorporation of technology. The School Renewal Plan does not specifically mention any of the activities. The school received an absolute rating of Below Average in 2004 after receiving Unsatisfactory on the three previous report cards. The school has been unable to use all of its funding even though \$20,370 was diverted to other uses.

Deficiency:

Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

ORANGEBURG COUNTY CONSOLIDATED SCHOOL DISTRICT 4

<u>Carver-Edisto Middle School</u> reported two activities were conducted during the 2003-04 school year - Accelerated reading and math and benchmark testing. The School Renewal Plan mentioned both activities. The school has received a Below Average absolute rating on all four report cards. The school has been unable to use all of its funding.

No deficiencies.

<u>Hunter-Kinard-Tyler Elementary School</u> reported three activities were conducted during the 2003-04 school year, including Accelerated Reader, Accelerated Math and Literacy First. The School Renewal Plan mentions all of the activities. The school has received a Below Average absolute rating on all four report cards. The school has used all of its funding.

No deficiencies.

<u>Hunter-Kinard-Tyler High School</u> reported three activities were conducted during the 2003-04 school year – all involving Developing Quality Assessments. The School Renewal Plan does not mention the activities, which were implemented at the school after the External Review Team visit in December 2003 and the team's report in March. The school received a Good absolute rating in 2004 after receiving Unsatisfactory in 2003 and Below Average in 2001 and 2002.

No deficiencies.

ORANGEBURG COUNTY CONSOLIDATED SCHOOL DISTRICT 5

<u>Bowman Elementary School</u> reported one activity was conducted during the 2003-04 school year - AIMS math. The School Renewal Plan does not mention AIMS. The school maintained the Average absolute rating in 2004 first achieved in 2002 after an initial rating of Below Average in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Bowman High School</u> reported four activities were conducted during the 2003-04 school year, including SOAR training, Best Practices, Learning Focused training and HSAP training. The School Renewal Plan specifically mentioned all activities except HSAP training. The school

received a Good absolute rating in 2004 after receiving Unsatisfactory on the three previous report cards. The school has used all of its funding.

No deficiencies.

<u>Mellichamp Elementary School</u> reported three activities were conducted during the 2003-04 school year, including supplemental math programs, age appropriate instruction and consultants for improved instruction. The School Renewal Plan does not mention any of the activities. The school improved its absolute rating to Good in 2004, up from Average in 2003 and 2002 after an initial rating of Below Average in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Nix Elementary School</u> reported six activities were conducted during the 2003-04 school year, including curriculum mapping, brain compatible instruction, increased parental involvement and attendance at conferences. Three of the activities were new to the school in 2003-04 and the School Renewal Plan mentioned all of the activities. The school has received a Below Average absolute rating on all three report cards. The school has been unable to use all of its funding.

No deficiencies.

North Elementary School reported five activities were conducted during the 2003-04 school year, including attendance at conferences, brain based learning, High Scope training, SC Reading Initiative and integrating technology. Two of the activities were new to the school in 2003-04 and the School Renewal Plan mentioned all of the activities except the SC Reading Initiative. The absolute rating for the school was Below Average in 2004 and 2003, down from Average in 2002 after an initial rating of Below Average in 2001. The school has used all of its funding.

No deficiencies.

North High School reported seven activities were conducted during the 2003-04 school year, including a retreat, attendance at conferences and a workshop on passing the HSAP. The HSAP workshop is not mentioned in the School Renewal Plan. The high school absolute rating rose to Excellent in 2004 from Good in 2003 after being Unsatisfactory in 2001 and 2002. The middle school grades have received Below Average on all four report cards. The school has been unable to use all of its funding.

No deficiencies.

Orangeburg-Wilkinson Sr. High School reported six activities were conducted during the 2003-04 school year, including workshops on High Schools that Work, increased parental involvement and workshops on improving the various test scores. Increased parental involvement was the only activity specifically mentioned in the School Renewal Plan. The absolute rating for the school remained Good in 2004, first achieved in 2003 after being Below Average in 2001 and 2002. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Rivelon Elementary School reported four activities were conducted during the 2003-04 school year, including attendance at conferences, study groups, a computer lab for reading and math and teaching math with manipulatives. The School Renewal Plan did not mention any of the activities. The absolute rating for the school rose to Average in 2004 after falling to Below

Average in 2003 from Average in 2002 after an initial rating of Below Average in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Robert E. Howard Middle School reported six activities were conducted during the 2003-04 school year, including book studies, attendance at conferences, a technology workshop and a writing workshop. Three activities were new to the school in 2003-04 and the School Renewal Plan mentions only attendance at conferences and the technology workshop. The school maintained a Below Average absolute rating in 2004, first achieved in 2002 after receiving an Unsatisfactory rating in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>William J. Clark Middle School</u> reported seven activities were conducted during the 2003-04 school year, including attendance at several conferences, a skills tutorial program and success working with all students. None of the activities were mentioned in the School Renewal Plan. The school has received a Below Average absolute rating on all four report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

RICHLAND COUNTY SCHOOL DISTRICT 1

<u>Alcorn Middle School</u> reported one activity was conducted during the 2003-04 school year – "Continued Development and Integration." The School Renewal Plan does not mention "Continued Development and Integration." The school received an absolute rating of Unsatisfactory in 2002, 2003 and 2004 after an initial rating of Below Average in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner to accomplish the acquisition of

new behavior and long-term skill improvement by all teachers.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory.

demonstration, practice with feedback, and follow-up for all participants.

Deficiency: Funds were not expended in a manner that recognized differing levels of

educator expertise (i. e., diverse participant needs) in regards to content

knowledge and pedagogical practices.

<u>Annie Burnside Elementary School</u> reported five activities were conducted during the 2003-04 school year, including improved parental communication, practice books for below basic students, attendance at conferences, formation of a professional reading club and training in Smartboards. Three of the activities were new to the school in 2003-04 and the School Renewal Plan does not mention Smartboards. The school received an absolute rating of Average in 2004 after receiving Below Average on the three previous report cards. The school has used all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

<u>Burton/Virginia Pack Elementary School</u> reported three activities were conducted during the 2003-04 school year – monthly staff development, Balanced Literacy and math workshops. The activities are mentioned in the School Renewal Plan. The school received an absolute rating of Average in 2004 after receiving Below Average on the three previous report cards. The school has been unable to use all of its funding.

No deficiencies.

<u>C. A. Johnson High School</u> reported seven activities were conducted during the 2003-04 school year, including attendance at conferences, AP training, workshops on Principles of Learning and Standards in Practice, training on the TI-83 calculator, and a workshop on HSAP. The School Renewal Plan mentioned all of the activities. The school has received an absolute rating of Unsatisfactory on all four report cards. The school has been unable to use all of its funding.

No deficiencies.

<u>Eau Claire High School</u> reported one activity was conducted during the 2003-04 school year – training on test score analysis. The School Renewal Plan mentions the activity. The school has received an absolute rating of Unsatisfactory on all four report cards. The school has been unable to use all of its funding.

No deficiencies.

<u>Heyward Gibbes Middle School</u> reported four activities were conducted during the 2003-04 school year, including curriculum mapping, increased instructional time, partnerships with parents, and updating of media center resources. The activities were specifically mentioned in the School Renewal Plan. The school has received an absolute rating of Unsatisfactory on all four report cards. The school has used all of its funding.

No deficiencies.

<u>Hopkins Elementary School</u> reported three activities were conducted during the 2003-04 school year, including a school-wide writing program, hands-on math and a series of workshops led by Marva Collins. Marva Collins was not mentioned in the School Renewal Plan. The school maintained the absolute rating of Average in 2004 first achieved in 2002 after an initial rating of Below Average in 2001. The school has used all of its funding.

No deficiencies.

<u>Hopkins Middle School</u> reported seven activities were conducted during the 2003-04 school year, including Principles of Learning, workshops on Accelerated Math, balanced literacy, improved communication with parents and a workshop on critical thinking. The School Renewal Plan specifically mentioned all activities. The school has received an absolute rating of Below Average on all four report cards. The school has been unable to use all of its funding.

No deficiencies.

<u>Hyatt Park Elementary School</u> reported three activities were conducted during the 2003-04 school year, including attendance at conferences and workshops Soar to Success and Accelerated Math. Soar to Success was not mentioned in the School Renewal Plan. The school has received an absolute rating of Below Average on all four report cards. The school has been unable to use all of its funding.

No deficiencies.

<u>Lower Richland High School</u> reported five activities were conducted during the 2003-04 school year, including AP and SAT training, reading in the content areas, differentiated instruction and parental involvement. Only AP and SAT training and parental involvement could be found in the School Renewal Plan. The school maintained the absolute rating of Average in 2004 first achieved in 2002 after an initial rating of Below Average in 2001. The school has been unable to use all of its funding.

No deficiencies.

<u>Sarah Nance Elementary/Watkins Elementary School</u> reported six activities were conducted during the 2003-04 school year, including Best Practices training, development of a professional library, bridging the achievement gap and Fred Jones classroom management. The activities were not specifically mentioned in the School Renewal Plan. The school maintained the absolute rating of Below Average in 2004 first achieved in 2002 after an initial rating of Unsatisfactory in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Southeast Middle School</u> reported seven activities were conducted during the 2003-04 school year, including workshops on math, vertical teaming, critical thinking, parental involvement, school climate and attendance at conferences. The School Renewal Plan mentions all of activities. The school has received an absolute rating of Below Average on all four report cards. The school has been unable to use all of its funding.

No deficiencies.

<u>St. Andrews Middle School</u> reported five activities were conducted during the 2003-04 school year, including a staff retreat, Best Practices and attendance at confernces. The School Renewal Plan did not mention the staff retreat. The school has received an absolute rating of Below Average on all four report cards. The school has been unable to use all of its funding.

No deficiencies.

<u>W. A. Perry Middle School</u> reported two activities were conducted during the 2003-04 school year – integrated instruction and test score analysis. The School Renewal Plan does not mention the activities. The school has received an absolute rating of Unsatisfactory on all four report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Webber Elementary School</u> reported three activities were conducted during the 2003-04 school year, including writing across the curriculum, parent workshops and everyday math. The School Renewal Plan mentioned all activities. The absolute rating for the school remained at Average in 2004 first achieved in 2003 after two years of Below Average. The school has been unable to use all of its funding.

No deficiencies.

<u>W. G. Sanders Middle School</u> reported five activities were conducted during the 2003-04 school year, including varied teaching techniques, skills connection, curriculum mapping and authentic assessments. Four of the activities were new to the school in 2003-04. The activities are mentioned in the School Renewal Plan. The school has received a Below Average absolute rating on all four report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

<u>W. J. Keenan High School</u> reported four activities were conducted during the 2003-04 school year, including HSAP training, parental involvement, High Achievement Model training and AP workshops. The School Renewal Plan mentions all activities. The absolute rating for the school rose to Good in 2004 from Average in 2003 after a Below Average rating in 2002 and 2001. The school has used all of its funding.

No deficiencies.

SALUDA COUNTY SCHOOLS

<u>Saluda Elementary School</u> reported seven activities were conducted during the 2003-04 school year, including improved parental involvement, improved school climate, data analysis, workshops on reading strategies, and comprehensive reading assessment. Improved school climate could not be found in the School Renewal Plan. The school has received a Below Average absolute rating on all four report cards. The school has been unable to use all of its funding.

No deficiencies.

<u>Saluda/Riverside Middle School</u> reported four activities were conducted during the 2003-04 school year, including standards based instruction, use of graphic organizers, improved parental communication and guided reading. Two activities were new to the school in 2003-04 and only the activity guided reading could be found in the School Renewal Plan. The school absolute rating fell to Below Average in 2004 from Average in 2003 and 2002 after an initial rating of Below Average in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

SPARTANBURG COUNTY SCHOOL DISTRICT 6

<u>Fairforest Middle School</u> reported seven activities were conducted during the 2003-04 school year, including attendance at conferences, Standards in Practice and workshops reading in the content areas, FMS reads, differentiated instruction, instructional strategies and book studies. The School Renewal Plan does not mention specifically attendance at the conferences or book studies. The school maintained the absolute rating of Average in 2004, first achieved in 2002 after an initial rating of Below Average in 2001. The school has been unable to use all of its funding.

No deficiencies.

SPARTANBURG COUNTY SCHOOL DISTRICT 7

<u>Carver Jr. High School</u> reported six activities were conducted during the 2003-04 school year, including Standards in Practice, a retreat and workshops on understanding poverty, enhanced learning time, writing and collaborative planning. The School Renewal Plan mentioned only Standards in Practice and the workshop in writing. The school has received an absolute rating of Below Average on all four report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Cleveland Elementary School</u> reported three activities were conducted during the 2003-04 school year – conscious discipline, leveled texts and a teacher resource library. The activities were not specifically mentioned in the School Renewal Plan. The school has received an absolute rating of Below Average on all four report cards. The school has used all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Mary H. Wright Elementary School reported one activity was conducted during the 2003-04 school year – a retreat (new). The School Renewal Plan specifically mentioned the activity. The absolute rating for the school remained at Average in 2004, first achieved in 2003 after being Below Average in 2001 and 2002. The school has used all of its funding after diverting \$16,045 to other uses.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

Myles W. Whitlock Jr. High School reported seven activities were conducted during the 2003-04 school year, including attendance at workshops and conferences, Best Practices, Hands-on Science labs, Spartanburg Writing project and self-selected reading. Two of the activities were new to the school in 2003-04. Hands-on Science labs was not mentioned in the School Renewal Plan. The absolute rating remained Unsatisfactory in 2004, falling from Below Average in 2003 and 2002 after an initial rating of Unsatisfactory in 2001. The school has been unable to use all of its funding.

No deficiencies.

<u>Park Hills Elementary School</u> reported two activities were conducted during the 2003-04 school year – Best Practices and Felicia Oliver's writer's workshop (new to the school). Felicia Oliver's writer's workshop was not specifically mentioned in the School Renewal Plan. The school has received a Below Average absolute rating on all four report cards. The school has been unable to use all of its funding.

No deficiencies.

<u>W. Herbert Chapman Elementary School</u> reported seven activities were conducted during the 2003-04 school year, including study groups, a computer lab, MAP testing, Accelerated Reader, English language arts and social studies intervention and the South Carolina Reading Initiative. The School Renewal Plan does not specifically mention the activities. The school maintained the Average absolute rating in 2004, first achieved in 2002 after an initial rating of Below Average in 2001. The school has used all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Z. L. Madden Elementary School reported seven activities were conducted during the 2003-04 school year, including Best Practices, institutes and workshops in integrating standards, the Super Star program, and test-taking strategies. Four of the activities were new to the school last year. The School Renewal Plan does not mention most of the activities. The absolute rating for

the school remained Below Average in 2004 from 2003, falling from Average in 2002 after an initial rating of Below Average in 2001. The school has not been able to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven

decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

SUMTER COUNTY SCHOOL DISTRICT 17

<u>Chestnut Oaks Middle School</u> reported six activities were conducted during the 2003-04 school year, including attendance at the middle school conference, writing in the content areas, CHAMPS, AIMS, and core subject content workshops and meetings. The School Renewal Plan mentions all of the activities. The school has received a Below Average absolute rating on all four report cards. The school has been unable to use all of its funding.

No deficiencies.

SUMTER COUNTY SCHOOL DISTRICT 2

<u>Furman Middle School</u> reported three activities were conducted during the 2003-04 school year, including balanced literacy training, teaming strategies and professional book study. The School Renewal Plan mentions all of the activities. The school maintained the absolute rating of Average in 2004, first achieved in 2002 after an initial rating of Below Average in 2001. The school has been unable to use all of its funding.

No deficiencies.

<u>Mayewood Middle School</u> reported seven activities were conducted during the 2003-04 school year, including reading groups, sustained silent reading, Standards in Practice, positive discipline, theory into practice, nonfiction reading in the classroom and attendance at the middle school conference. The School Renewal Plan does not specifically mention any of the activities conducted. The school has received a Below Average absolute rating on all four report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven

decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

UNION COUNTY SCHOOLS

<u>Excelsior Middle School</u> reported seven activities were conducted during the 2003-04 school year, including more effective instruction, storytelling, conference attendance by teachers, materials to support effort, and after school salaries. The School Renewal Plan specifically mentions the activities. The school maintained the absolute rating of Average in 2004, first achieved in 2002 after an initial rating of Below Average in 2001. The school has been unable to use all of its funding.

No deficiencies.

<u>Jonesville Elementary School</u> reported four activities were conducted during the 2003-04 school year, including differentiated instruction, a retreat, technology training and an ELA consultant

(new to the school). Differentiated instruction was not specifically mentioned in the School Renewal Plan. The school maintained the absolute rating of Average in 2004, first achieved in 2002 after an initial rating of Below Average in 2001. The school has been unable to use all of its funding.

No deficiencies.

Jonesville High School reported one activity was conducted during the 2003-04 school year – reading across the curriculum. The activity could not be found in the School Renewal Plan. The high school grades received an Average rating in 2004 after receiving Below Average on the 2003 report card, up from unsatisfactory in 2002. The middle grades have received an absolute rating of Below Average on all four report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory,

demonstration, practice with feedback, and follow-up for all participants.

<u>Sims Jr. High School</u> reported three activities were conducted during the 2003-04 school year – Standards Based instruction, a faculty retreat and Strategy based instruction. All three activities were new and documentation had been provided by the school that the three have been continued in 2004-05. The faculty retreat was not specifically mentioned in the School Renewal Plan. The school has received a Below Average absolute rating on all four report cards. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

WILLIAMSBURG COUNTY SCHOOLS

<u>Battery Park Elementary School</u> reported two activities were conducted during the 2003-04 school year – a staff retreat and technology integration. The School Renewal Plan mentions both activities. The absolute rating for the school rose to Good in 2004 after being Average in 2003, following Below Average in 2001 and 2002. The school has been unable to use all of its funding.

No deficiencies.

<u>C. E. Murray High School</u> reported conducting seven activities during the 2003-04 school year, including writing across the curriculum, reading and writing strategies, attendance at conferences and teaching with the brain in mind. The School Renewal Plan mentions specifically only writing across the curriculum. The school receives two report cards. The absolute rating for the high school remained at average in 2004, first achieved in 2003 after being Below Average in 2001 and 2002. The middle school rating has been Below Average in 2001, 2003 and 2004, but improved to Average in 2002. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>D. P. Cooper Elementary School</u> reported seven activities were conducted during the 2003-04 school year, including book talks, a faculty retreat, attendance at conferences, Four Block training, Balanced Literacy and consultants in Standards in Practice and mathematics instruction. The School Renewal Plan specifically mentions all of the activities. The school has

received a Below Average absolute rating on all four report cards. The school has been unable to use all of its funding.

No deficiencies.

<u>Kingstree Elementary School</u> reported one activity was conducted during the 2003-04 school year – "Promoting Excellence." The School Renewal Plan does not mention the activity, but additional information from the school identified the links to the School Renewal Plan. The school maintained the Average absolute rating in 2004 first achieved in 2002 after an initial rating of Below Average in 2001. The school has been unable to use all of its funding.

No deficiencies.

<u>Kingstree Jr. High School</u> reported five activities were conducted during the 2003-04 school year, including applying Standards in Practice, attendance at conferences, managing multiple tasks and a retreat. The School Renewal Plan mentions the activities. The absolute rating for the school remained at Average in 2004, first achieved in 2003 after being Below Average in 2001 and 2002. The school has been unable to use all of its funding.

No deficiencies.

<u>Kingstree Sr. High School</u> reported one activity was conducted during the 2003-04 school year – a faculty retreat. The retreat was not mentioned in the School Renewal Plan and was new to the school. The school absolute rating improved to Average in 2004 after being Below Average in 2003 and 2002 following an initial rating of Unsatisfactory in 2001. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory,

demonstration, practice with feedback, and follow-up for all participants.

YORK COUNTY SCHOOL DISTRICT 3

<u>Sunset Park Elementary School</u> reported one activity was conducted during the 2003-04 school year – a science coach. The activity was new to the school and was not mentioned in the School Renewal Plan. The absolute rating for the school remained at Average in 2004, first achieved in 2003 after being Below Average in 2001 and 2002. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven

decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

SCHOOLS RECEIVING FUNDING FOR THE FIRST TIME IN 2002-03

AIKEN COUNTY SCHOOLS

North Aiken Elementary School/Pinecrest Elementary School conducted seven activities during the 2003-04 academic year. The activities included test data analysis, Thinking Maps, training

for improved home/school relations, sending faculty to subject area conferences and establishment of a "Best Practices" library. All activities were in the School Renewal Plan except the use of a literacy coach. Five of the seven activities were new. The absolute rating of the school in 2004 remained at Average, first achieved in 2003 after being Below Average in 2002. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

ANDERSONCOUNTY SCHOOL DISTRICT FIVE

<u>Varennes Elementary School</u> joined the Retraining Grant program after merging with South Fant Street Elementary School, a retraining grant school since 2001. The school reported six activities were conducted during the 2003-04 school year, including Benchmark analysis, balanced literacy, writing projects, SOAR, and Sunshine Math. The School Renewal Plan specifically mentioned all six activities. The school received an absolute rating of Average in 2004. The school has utilized almost all of its funding.

BEAUFORT COUNTY SCHOOLS

Deficiency:

<u>Battery Creek High School</u> reported one activity was conducted during the 2003-04 school year – Applied Control Theory training. The School Renewal Plan did not include the activity, which was new to the school. The absolute rating for the school in 2004 rose to Good from Average in 2003 and from Below Average in 2002. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization. Funds were not expended on activities chosen through data-driven

decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Lady's Island Middle School</u> reported seven activities were conducted during the 2003-04 school year. The activities included Math manipulatives training, reading academy, parent-school involvement, integration of reading and writing across the curriculum and benchmark testing. The school renewal plan included all seven activities, four of which were new to the school. The absolute rating for the school remained at Below Average from 2002 through 2004.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

CHARLESTON COUNTY SCHOOLS

<u>E. B. Ellington Elementary School</u> reported conducting five activities during the 2003-04 school year, including Standards in Practice, Four Blocks, test analysis and curriculum calibration. The School Renewal Plan listed only Four Blocks and test analysis specifically. The absolute rating for the school remained at Average in 2004, first achieved in 2003 after being Below Average in 2002. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

Edith L. Frierson Elementary School reported conducting one activity during the 2003-04 school year – "staff development." The School Renewal Plan contained no specific activities to be funded with the retraining grant funds. The absolute rating for the school rose to Average in 2004 after being Below Average in 2002 and 2003. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven

decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

<u>Garrett Academy of Technology</u> reported one activity was conducted during the 2003-04 school year – a Dave Webber Associates training on organization. The activity was not mentioned in the School Renewal Plan and was new to the school. The absolute rating of the school rose to Excellent in 2004, up from Average in 2003 and Below Average in 2002. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases

of the change process: initiation, implementation, and institutionalization.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory,

demonstration, practice with feedback, and follow-up for all participants.

<u>Mitchell Elementary School</u> reported four activities were conducted during the 2003-04 school year, two related to Renaissance training in math and reading, the purchasing of math and reading supplies, and the generic "Staff development." The School Renewal Plan listed several general activities, but none of the activities specifically reported. The absolute rating for the school has been Below Average from 2002 through 2004. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven

decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

DARLINGTON COUNTY SCHOOLS

West Hartsville Elementary School reported two activities were conducted during the 2003-04 school year – Math Solutions and Six Traits of Writing. The activities were specifically mentioned in the School Renewal Plan. The absolute rating for the school remained at Below Average from 2002 through 2004. The school has used all of its funding.

No deficiencies.

DORCHESTER COUNTY SCHOOL DISTRICT FOUR

<u>Woodland High School</u> reported seven activities were conducted during the 2003-04 school year, including three workshops dealing with HSAP, implementing Moving with Math, Best Practices and development of curriculum and pacing guides. All seven activities were new to the school last year and the activity on development of curriculum and pacing guides was not specifically referenced in the School Renewal Plan. The absolute rating for the school rose to Good in 2004 after receiving Unsatisfactory in 2002 and 2003. The school has been unable to use all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

GEORGETOWN COUNTY SCHOOLS

Browns Ferry Elementary School reported seven activities conducted during the 2003-04 school year, including Best Practices, Math Manipulatives, Improved Problem Solving, Project MIND visits to other schools and attendance at the Summer Leadership Conference. The activities were specifically mentioned in the School Renewal Plan. The absolute rating of the school remained at Excellent in 2004, first achieved in 2003 after being Below Average in 2002. The school has been unable to use all of its funding.

No deficiencies.

<u>Plantersville Elementary School</u> reported one activity conducted during the 2003-04 school year that included curriculum calibration and Standards in Practice. The School Renewal Plan did not specifically mention the activities reported. The absolute rating for the school remained at Good in 2004, first achieved in 2003 after being Below Average in 2002. The school has been unable to use all of its funding.

Deficiency: Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

HORRY COUNTY SCHOOLS

Conway High School reported seven activities were conducted during the 2003-04 school year, including HSAP workshops, development of a computer lab, Essential Math curriculum, working with "at-risk" students, MAP testing, SAT/ACT and READ 180. The School Renewal Plan did not specify the purchase of the computer lab. The absolute rating for the school remained at Good in 2004, first achieved in 2003 after being Below Average in 2002. The school has been unable to use all of its funding even though \$50,334 was diverted to purchase the computer lab. No deficiencies.

<u>Loris High School</u> reported seven activities were conducted during the 2003-04 school year, including READ 180, attendance at conferences, understanding poverty, training with TI-30 calculators and workshops on motivating students. All but one of the activities was new to the school last year and all but one activity was mentioned in the School Renewal Plan. The absolute rating for the school rose to Good in 2004 from Average in 2003 and from Below Average in 2002. The school has used all of its funding.

Deficiency: Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.

LEE COUNTY SCHOOLS

<u>Bishopville Primary School</u> reported three activities were conducted during the 2003-04 school year, including curriculum calibration and best practices for math and English language arts. The School Renewal Plan specifically referenced the three activities. The absolute rating for the school remained at Average in 2004, first achieved in 2003 after being Below Average in 2002. The school has been unable to use all of its funding.

No deficiencies.

ORANGEBURG COUNTY CONSOLIDATED SCHOOL DISTRICT THREE

<u>Vance-Providence Elementary School</u> reported two activities were conducted during the 2003-04 school year – differentiated instruction and building a Student Centered School. The activities were not listed in the School Renewal Plan. The absolute rating for the school rose to Average in 2004 after being Below Average in 2002 and 2003. The school has been unable to use all of its funding.

Deficiency:

Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

RICHLAND COUNTY SCHOOL DISTRICT ONE

<u>Carver/Lyon Elementary School</u> reported two activities were conducted during the 2003-04 school year – attendance at conferences and an author visit. The School Renewal Plan mentions the activities. The absolute rating for the school remained at Below Average from 2002 through 2004. The school has been unable to use all of its funding.

No deficiencies.

Edward E. Taylor Elementary School reported one activity was conducted during the 2003-04 school year – language arts workshops. The School Renewal Plan mentions the activity. The absolute rating for the school remained at Below Average from 2002 through 2004. The school has been unable to use all of its funding.

No deficiencies.

<u>John P. Thomas Elementary School</u> reported one activity was conducted during the 2003-04 school year – building math competencies. The activity was mentioned in the School Renewal Plan. The absolute rating for the school rose to Average in 2004 after being Below Average in 2002 and 2003. The school has been unable to use all of its funding.

No deficiencies.

<u>Logan Elementary School</u> reported five activities were conducted during the 2003-04 school year, including Best Practices, Benchmark testing, integration of science and social studies and strengthening math instruction. The activities were mentioned in the School Renewal Plan. The absolute rating of the school fell to Below Average in 2004 after rising to Average in 2003 from Below Average in 2002. The school has been unable to use all of its funding.

No deficiencies.

SUMTER COUNTY SCHOOL DISTRICT TWO

<u>Lakewood High School</u> reported three activities were conducted during the 2003-04 school year, including understanding poverty, testing for higher standards and Teaching What Matters Most. The activities are not specifically mentioned in the School Renewal Plan. The absolute rating of the school rose to Excellent in 2004 from Good in 2003 from Below Average in 2002. The school has been unable to use all of its funding even though \$13,463 was diverted to other uses.

Deficiency: Funds were not expended on activities chosen through data-driven

decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.

WILLIAMSBURG COUNTY SCHOOLS

<u>Hemingway High School</u> reported four activities were conducted during the 2003-04 school year, including Standards in Practice training, HSAP strategies, building a professional library and a graduate course for teachers on improving student achievement. The School Renewal Plan directly listed all of the activities. The absolute rating of the school rose to Good in 2004 from Average in 2003 from Unsatisfactory in 2002. The school has been unable to use all of its funding.

No deficiencies.

STATE SPECIAL SCHOOLS

Felton Laboratory School at South Carolina State University reported four activities were conducted during the 2003-04 school year, including workshops on best practices, development of a professional library, workshops on ELA strategies and math manipulatives. The School Renewal Plan mentioned all of the activities. The absolute rating for the elementary portion of Felton Lab rose to Good in 2004 from Average in 2003 from Unsatisfactory in 2002 and the absolute rating for the middle school portion of the school rose to Good in 2004 from Average in 2003 from Below Average in 2002. The school has been unable to use all of its funding. No deficiencies.

SCHOOLS RECEIVING FUNDING FOR THE FIRST TIME IN 2003-04

ABBEVILLE COUNTY SCHOOLS

<u>Abbeville High School</u> conducted two activities during the 2003-04 school year, including visits to other schools and additional basic skills workshops. The School Renewal Plan did not mention the visits to other schools. The school received an absolute rating of Good in 2004, up from Below Average in 2003. The school was unable to use all of its funding.

CHESTER COUNTY SCHOOLS

<u>Great Falls High School</u> reported conducting one activity during the 2003-04 school year – reading across the curriculum. The activity was specifically mentioned in the School Renewal

Plan. The school received an absolute rating of Good in 2004 after receiving a Below Average rating in 2003. The school was unable to use all of its funding.

CLARENDON SCHOOL DISTRICT THREE

<u>East Clarendon High School</u>, middle school grades, reported conducting two activities during the 2003-04 school year – data analysis and pre and post testing of students. The activities were mentioned specifically in the School Renewal Plan. The school received an absolute rating of Below Average in 2003 and 2004. The school was unable to use all of its funding.

FLORENCE SCHOOL DISTRICT THREE

<u>Lake City Elementary School</u> reported three activities for 2003-04, including understanding poverty and team planning. The team planning activity was not mentioned specifically in the School Renewal Plan. The school received a Below Average absolute rating on the 2003 and 2004 report cards. The school was unable to use all of its funding.

LAURENS SCHOOL DISTRICT 56

M. S. Bailey Elementary School reported three activities conducted the 2003-04 school year, including establishment of cluster groups, implementation of School Messenger and restructuring of the use of time. School Messenger was not mentioned in the School Renewal Plan. The school received an absolute rating of Below Average in 2003 and 2004. The school was unable to use all of its funding.

LEE COUNTY SCHOOLS

<u>Lee Central High School</u> reported one activity conducted during the 2003-04 school year – preparation for the SACS accreditation visit. The School Renewal Plan did not mention the activity specifically but did list many of the steps taken to prepare for the visit. The school received an Unsatisfactory absolute rating in 2003 and 2004. The school was unable to use all of its funding.

NEWBERRY COUNTY SCHOOLS

<u>Gallman Elementary School</u> reported conducting four activities during the 2003-04 school year, including Best Practices, improving school climate, team building and attendance at the leadership conference. The School Renewal Plan mentioned all of the activities. The school received an Average absolute rating in 2004, up from Below Average in 2003. The school was unable to use all of its funding.

ORANGEBURG CONSOLIDATED DISTRICT FOUR

<u>Branchville High School</u> reported conducting two activities during the 2003-04 school year, including Accelerated Math and training on Standards Master. The School Renewal Plan

specifically mentioned the activities. The school received an Average absolute rating in 2004, up from Below Average in 2003. The school was able to use all of its funding.

SUMTER SCHOOL DISTRICT TWO

R. E. Davis Elementary School reported conducting three activities during the 2003-04 school year, including data analysis, critical thinking and integration of technology. All three activities were mentioned in the School Renewal Plan. The school received an Average absolute rating in 2004 after receiving Below Average in 2003. The school was unable to use all of its funding.

OBSERVATIONS AND RECOMMENDATIONS

Implementation of the Retraining Grant Program with a large number of schools that are at different stages of the program has presented several challenges. In response to these challenges the Office of School Quality at the State Department of Education has worked diligently to resolve the various concerns expressed in earlier Retraining Grant Program Reports. And, in spite of the best efforts of SDE, challenges remain. Providing the training necessary to develop and follow a sound School Renewal Plan remains imperative if changes are to be made in instruction at schools where student achievement and instructional practices have fallen short of desired goals in the past. Expending the money in a timely manner remains a concern, and there is the concern that some schools may have more professional development resources or services than they can reasonably access during a single school year.

It is impossible to determine the effectiveness of the activities conducted by the schools receiving retraining grants because the program does not operate in a vacuum from other technical assistance efforts or programs in progress at the schools. The effectiveness of the activities in schools may become more evident over time. Evaluation of the effectiveness of the Retraining Grant Program is hampered by the turnover in the administration at those schools. In addition, the large turnover in the teaching staff further hampers the effectiveness of the program as institutionalization of better instructional practices is limited by having to constantly train new teachers in the activities. Both the administration and teaching staff must become more stable at these schools for institutionalization, and therefore, long lasting change to occur.

The positive aspects of the Retraining Grant Program are:

- Principals state that teachers benefit from the program and use what they learn through the program in the classroom.
- Principals state that school board members and superintendents are supportive of the Retraining Grant activities conducted at the schools.
- Principals now report that procedures exist for evaluation of the effectiveness of the program activities both for student achievement and parental involvement.
- School faculty are involved in the planning process.
- Professional development is scheduled to minimize teacher absences from the classroom.

- Professional development activities chosen by the schools were based on research.
- Almost 100% of the schools receiving funds under the program responded to the survey.
- Fewer deficiencies were cited for the schools and fewer schools received deficiencies.
- Schools new to the program in 2004-2005 will be issued a planning grant instead of receiving a larger amount of money that they will be unable to use.
- A specific planning program for implementation of the Retraining Grant Program is available from the Office of School Quality at SDE.
- A process has been determined for granting extension to schools completing the three year program.
- Forty schools that received money beginning with the 2001-02 school year have been received an absolute rating of Average and above on the 2002, 2003 and 2004 report cards.

Areas of concern with the Retraining Grant Program are:

- Schools still are unable to spend the allotted funds in a single year, primarily because the school is unable to spend the first year's appropriation in the first year, leading to carry forward monies and the need to spend the carry forward money before the current school year appropriation.
- Teacher and administrative turnover impede institutionalization of professional development activities.
- Many of the activities funded with Retraining Grant Program funds are not in the schools' School Renewal Plans. One of the professional development activities that often is not in the School Renewal Plans but appears in the explanations of expenditures is the school staff retreat. Professional development activities that are not in the School Renewal Plan should not be funded with Retraining Grant funds.

RECOMMENDATIONS

- 1. The amount of funding allotted to eligible schools per certificated staff member should be reviewed.
- The 40 schools that have received money since 2001-02 and have received absolute ratings of Average and above on the 2002, 2003 and 2004 report cards should exit the program, unless extraordinary circumstances can be documented and justified.
- 3. Use of retraining funds during the third year should be made available for the purchase of instructional materials in order for the professional development activities to have the maximum effect on classroom instruction.

4. Because the schools entering the program in 2004-2005 receive a planning grant and have sufficient time to expend the money during the school year, carry forward provisions for funds for those schools should be eliminated. Carry forward authority should be eliminated entirely for the program by 2006-2007 if schools are given the authority to spend the money on instructional materials during the third year.

Appendix A

SOUTH CAROLINA EDUCATION ACCOUNTABILITY

ACT OF 1998

Guidelines for Retraining Assistance Grants for School Faculty and Administration

Issued by the South Carolina Department of Education

Inez M. Tenenbaum State Superintendent of Education

South Carolina Education Accountability Act of 1998

Guidelines for Retraining Assistance Grants for School Faculty and Administration

Purpose of Grant

The purpose of this grant is to add one component to the many strategies that are to be combined by the districts to meet the intent of the Education Accountability Act to improve teaching and learning so that students are equipped with a strong academic foundation. This specific grant will support needed retraining of school faculty and administration in individual schools. Funds made available through this grant are limited solely for professional development (retraining) activities identified as part of the revised school renewal plan. These funds must be used to enhance or provide additional opportunities and not replace any existing funds available for professional development initiatives already underway within the school/district.

These guidelines, established by the State Board of Education through the provisions of the Education Accountability Act of 1998, delineate (1) who is eligible to receive funds, (2) how funds will be distributed, (3) what activities must be completed to direct the expenditure of available funds, and (4) what procedures govern the implementation of grants.

II. Eligibility Criteria

- A. Schools eligible to receive funding for the current year are schools that received retraining grants in the previous year and newly identified schools for intervention and assistance. Funding will be allocated to the school districts on behalf of the eligible schools on a per teacher basis for use only as outlined in the revised school renewal plan or for "preapproved" activities identified by the State Department of Education (SDE).
- B. Until revised plans are received and approved by the SDE, acting for the State Board of Education, schools may apply to access the retraining funds by submitting a superintendent-approved draft of the applicable portions of the revised plan or, for newly identified schools, by satisfactorily completing the Office of School Quality application form for "preapproved" activities.
- C. The faculty of the school, with leadership of the principal, must review the school renewal plan and revise it with the assistance of the school improvement council. A model process developed by the SDE will direct the school's effort during the revision procedures. The model process will ensure the plan contains sufficiently high standards and expectations for improvement. The SDE will provide training in the model revision process to school renewal planning teams. The principal, as a member of the school planning team, must attend the training. The Office of School Quality may grant exceptions upon request and upon receipt of sufficient documentation justifying the exception from the district superintendent.

III. Grant Implementation Procedures

The funds made available in this grant are only for professional development (retraining) activities and must support the implementation of an approved revised school renewal plan and the improvement of student academic performance. Retraining activities must comply with the SDE's *South Carolina Professional Development Standards*. However, these funds must be used to enhance other professional development funds and may not be used to supplant any existing funds already available for professional development activities.

IV. Fiscal and Technical Requirements

A. Submission Procedures:

- Schools that are newly identified for technical assistance during the current fiscal year must submit their revised school renewal plans to the SDE's Office of School Quality by March 15 of each fiscal year. The plans must incorporate "preapproved" activities as well as other activities for which retraining funds are requested.
- 2. All plans must be sent or delivered to the Office of School Quality, State Department of Education, 701 Rutledge Building, Columbia, South Carolina 29201.

B. Grant Period:

- 1. The grant period will be from the date of award or the implementation of "preapproved" activities through June 30 of each fiscal year. All grants and continuances will be contingent upon appropriations from the South Carolina General Assembly.
- 2. The annual budget year will end June 30 of each fiscal year. If a continuance is granted, there may be provision for a school to "carry over" funds from one fiscal year to the next.
- 3. A grant or a portion of a grant may be renewed annually over three years, if school and district actions to implement the revised plan continue. Schools that fail to respond to the survey conducted by the Accountability Division of the Education Oversight Committee (see section V, item 2) risk the loss of retraining grant funds.

C. Fiscal Guidelines and Policies:

1. Funding for the Retraining Assistance Grants for School Faculty and Administration will be allocated to school districts on behalf of the eligible schools applying for the funds on a per teacher basis. These funds are to be expended exclusively for the professional development activities in the eligible

schools as specified in their revised school renewal plans and/or as authorized in their "preapproved" activities application. Twenty-five percent of the funds will be advanced to the districts as schools are authorized to expend funds upon receipt of a grant award form signed by the district superintendent or designee. Additional reimbursement of funds will be made based on submission of a completed expenditure report.

- 2. Expenditures for retraining activities must be consistent with allowed expenditures as specified in the SDE's *Funding Manual*.
- 3. All grants must be submitted under the authority and jurisdiction of the district superintendent.
- 4. All expenditures under this grant must be audited by a certified public accountant as a part of the district's annual financial audit and must be able to be reviewed using IN\$ITE.

V. Reporting Requirements

- 1. Subsequent to the close of the current fiscal year, a final end-of-the-year expenditure report will be required by the dates designated by the Office of Finance.
- 2. The principal of the school, with the assistance of the district office, is to provide annually to the Accountability Division of the Education Oversight Committee such information on retraining grants as requested by the Accountability Division. The information will be provided no later than the end of July unless the deadline is extended by the Accountability Division.

Appendix B

General Information on the Retraining Assistance Program Survey Year 2003-2004

SCHOOL INFORMATION Beds Code	School	District							
Principal	Email Address	Telephone							
Amount Awarded 02-03*		Amount Awarded 03-04* Fiscal Years in Retraining Assistance							
Amount Expended by school in 2003-2004		Program 1 2 3 4 5 5+							
Were any funds diverted by the district under Flexibility?	Yes No Don't Know	ir yes, Amount diverted							
Past Planning process used	SACS ACT 135 Othe	Has the SDE Model Revision Process been implemented for the Retraining Grant Program?							
Did the School Renewal Plan change significantly from 2002-03 to 2003-04? If yes, please email a copy of the updated plan to Paul Horne at phorne@eoc.state.sc.us . Instructional liaison who significantly contributed to the revision of the School Renewal Plan. Teacher Specialist SDE Curriculum Specialist Principal Leader CIF Office of School Quality PRINCIPAL INFORMATION									
Number of years the principal has been a	it the school.	Number of years the principal has been a principal at any school.							
Number of years the principal has worked of education.	d in the field	Certificated Level BA BA+18 M.Ed M+30 Ph. D							
TEACHER INFORMATION (Note: Answers to Items 2,3, and 4 must equal Item 1.) 1. Number of teaching positions at the school 3. Number of positions out of or without certification 5. Number of teachers in the S.C. Teacher Loan Program. 6. Number of teachers in each range according to years of total experience. (Total must equal Item #1) Total number of certificated staff positions including administrators, media, guidance, etc. 2 Number of positions with certified teachers 4. Number of positions with critical needs permits. Don't Know									
First Year [] 1 - 5 [] 6 - 1	0 [] 11 - 15 [] 16 + []							
7. Number of teachers in each range acc	ording to how long	g at this school. (Total must equal Item #1)							
First Year [] 1 - 5 [] 6 - 1	0 [] 11 - 15 [] 16 + []							
8. Number of unduplicated teachers in each category. (One teacher is one Certificated Level - Total must equal Item #1)									
Bachelors [] Bachelors +18 [] Masters [] Masters +30 [] Doctorate [] Not Certificated []									
9. Number of teachers in each range according to how far they travel to the school. 1. 10 miles [] 11 - 25 miles [] Over 25 miles [] INVERT SCALE INFORMATION									
Answer the questions about the Retr Strongly_Agree, Agree, Undecided,		gram using the pull-down menu, which includes a Likert scale of: by_Disagree.							
Section I. The Program a.Teachers benefited from the prog b.Teachers used in class what they c.Teachers felt pressured by the pr d.Student achievement was affecte e.Staff responsibilities for activities f.The program fostered improved in	learned. ogram. d positively. were identified.	Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree							

- g. Procedures existed to evaluate effectiveness of the program based on student needs and state assessment scores.
- h.Procedures existed to evaluate effectiveness of the program based on the school's Parental Involvement Goal(s).

Section II. Funding

- a. Funding was available in a timely manner.
- b. Funding was available for innovative professional development.
- c. The program adequately supported the implementation of the School Renewal Plan.
- d. The reimbursement model did not hinder implementation of the process.
- e.District procurement procedures did not hinder the process.
- f.SDE procurement procedures did not hinder the process. a.Consultant resources were available.

Section III. The Planning Process

- a. Guidelines for the Retraining Assistance Program were clear.
- b. The SDE Model Revision Process for the program were practical.
- c.SDE assistance was available.
- d.SDE assistance was utilized.
- e.SDE Pre-Approved Activities were utilized.
- f.Timeline for the Retraining Grant did not hinder. Implementation.
- g. Faculty was involved in the planning process.

Section IV. Support

- a. The school board was supportive of the Retraining Assistance Program activities.
- b. The superintendent was supportive of the Retraining Assistance Program activities.

Section V. Professional Development

- a. Professional development was scheduled to minimize teacher absences during class time.
- b. Professional development was scheduled at times teachers could attend.
- c. Each activity was evaluated for effectiveness throughout the year.
- d. Teachers had adequate time to practice skills learned.
- e. Professional development emphasized active participant involvement.
- f.Professional development activities were based on research.
- g. Professional development activities were aligned with previous activities.
- h.Administrators participated in the professional development activities with teachers.

Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree

Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree

Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree

Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree

Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree

Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree

Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree

Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree

Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree

Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree

Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree

Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree

Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree

Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree

Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree

Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree

Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree

Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree

i.List evidence, other than test scores, of the effectiveness of your Retraining Grant Program (i.e., improved discipline, increased instructional time, increased student attendance.).

j. Using the program descriptor or terminology from your School Renewal Plan, please list the title(s) of all activities that were funded with Retraining Assistance funds in previous years that are continuing at the school but for which no additional Retraining Assistance funds are needed. No explanation needed.

Retraining Grant Program Survey Year 2003-2004

Sample Activity Form								
Activity Number		School						
1. Activity Name								
2. This activity was a cor					Y	es No		
	If yes, how many years has this activity been ongoing?							
3. Primary person who p	i -							
Administrator	Teacher Specialist/T		Staff/Consultant	SDE Persoi	nnel	Other		
4. Primary person respor	person responsible for implementation of this activity at this site							
Principal	Assistant Princip	oal Le	ead Teacher	District St	aff	Other		
5. Primary format of prof	essional development off	ered (See Descriptions I	listed Below)				
Individually-guided - Learning designed by the teacher that relates to the school renewal plan Inquiry - Action research/Collegial study groups Participation in a process - Curriculum development/School improvement Teacher Observation - Peer coaching/Clinical supervision/Teacher evaluation Training - Participation in a course, workshop, or seminar, or conference on site Workshop Off Site - Workshop or conference offsite								
6. Describe the profession	onal development activity	and how it relates	to the School Rene	ewal Plan.				
7. Primary Content Area (See Descriptions listed Below)								
School Climate (Cla	n (Team Building/Stress N ssroom management/Dis Analyzing Test Data/Scho	scipline/Safety)	3.	g Retreats)				
8. Number of teachers w	ho participated.							
9. Number of administrators who participated.								
10. Number of teacher specialists who participated, if applicable.								
11. Amount of funds encumbered or expended for this activity.								
12. Primary method used to determine if participant knowledge or skill increased during school year.								
Demonstration Lesson	Learning Assessment	Lesson Plan	Personal Learning	Log Obse	rvation	Teacher Interview		
13. Type of follow-up pro	vided directly related to t	his activity.						
Classroom visitation by principal	Classroom visitation by asst. principal	Classroom visitation by another teacher	Classroom visitation by consultant	Personal Lea	rning Log	Teacher portfolios		

14. How many follow-up activities occurred for this activity?									
None	1		2		3 or More				
15. Primary manner in which this activity is supported by the administration.									
				Administrators provide time for teacher collaboration					